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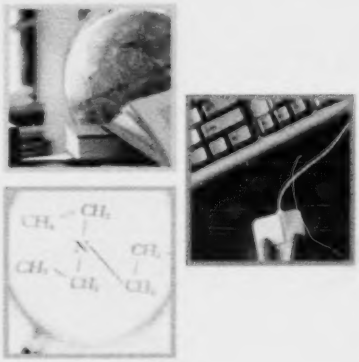
Education Indicators in Canada: An International Perspective

2015



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. not available for any reference period
.. not available for a specific reference period
... not applicable
0 true zero or a value rounded to zero
0[s] value rounded to 0 (zero) where there is a meaningful distinction between true zero and the value that was rounded
[p] preliminary
[r] revised
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
* significantly different from reference category ($p < 0.05$)

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Foreword

The primary objectives of the Pan-Canadian Education Indicators Program (PCEIP) are to develop and maintain a set of statistics that provide information about education and learning in Canada and to support evidence-based policy making. PCEIP has been doing this since publishing its first set of education indicators for Canada and its jurisdictions in 1996. In September 2009, a set of international indicators was introduced in the first edition of ***Education Indicators in Canada: An International Perspective***. Each year, this PCEIP series presents indicators for Canada and its provinces/territories, placing them in a broader international context.

Education Indicators in Canada: An International Perspective was designed to expand upon the information for Canada that is provided to the Organisation for Economic Co-operation and Development (OECD) for publication in *Education at a Glance: OCED Indicators (EAG)*. The additional, internationally comparable data provided by *Education Indicators in Canada* complement EAG and support the mission of the Canadian Education Statistics Council (CESC) to "create and commit to comprehensive and long-term strategies, plans, and programs to collect, analyze, and disseminate nationally and internationally policy-relevant and comparable statistical information."

Twelve indicators are included in *Education Indicators in Canada: An International Perspective 2015*. The first 11 present information on: educational attainment (Indicator A1); upper secondary graduation rates (A2); labour market outcomes (A3); the financial resources invested in education (B1, B2 and B3); international students (C1); transitions to the labour market (C2); and the organization of learning environments at the elementary and secondary levels (D1, D2 and D3). A 12th indicator (E1) adds a selection of topics related to a recent assessment of adult literacy and numeracy.

Highlights, short analytical texts with charts, and data tables are included for each indicator. The definitions, categories and methodologies used for this report have been aligned with those of the International Standard Classification of Education (ISCED 2011) to allow standardized and comparable statistics, thus the figures in the report may differ somewhat from similar numbers produced by the provinces and territories themselves. This report's Notes to readers section includes explanations and descriptions of the ISCED categories, and outlines how the Statistics Canada data were aligned with this international system.

Education Indicators in Canada: An International Perspective is published by the Canadian Education Statistics Council (CESC) as part of its broader endeavour, the Pan-Canadian Education Indicators Program (PCEIP). The CESC is a partnership between the Council of Ministers of Education, Canada (CMEC) and Statistics Canada. The many individuals who have played important roles in producing and reviewing this report are listed in the Committees and organizations section.

Table of contents

Foreword 3

Acronyms and abbreviations 9

Introduction 10

Highlights 12

Notes to readers 17

Chapter A
The output of educational institutions and the impact of learning 21

A1 Educational attainment of the adult population 21

Context 21

Observations 22

Chart A.1.1 Distribution of the 25- to 64-year-old population, by highest level of education attained, 2014 22
Chart A.1.2 Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, 2014 23
Chart A.1.3 Proportions of the 25- to 64-year-old population with a short cycle tertiary diploma and bachelor's, master's, doctoral or equivalent degree, 2014 24
Chart A.1.4 Proportions of the populations aged 25 to 34 and 55 to 64 that have attained tertiary education, 2014 25
Chart A.1.5 Proportions of the 25- to 64-year-old population with tertiary education, 2005 and 2014 26

Definitions, sources and methodology 26

Tables A1 28

Table A.1.1 Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, provinces and territories, 2014 28
Table A.1.2 Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2014 29
Table A.1.3 Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2014 30
Table A.1.4 Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014 32

A2 Upper secondary graduation 35

Context 35

Observations 35

Chart A.2.1 Upper secondary graduation rates, by sex, 2012 35
Chart A.2.2 Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, 2012 36

Definitions, sources and methodology 37

Tables A2 39

Table A.2.1 Upper secondary graduation rates, by sex, Canada, provinces and territories, 2012 39
Table A.2.2 Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, Canada, provinces and territories, 2012 39

A3 Labour market outcomes 40

Context 40

Observations 40

Chart A.3.1 Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, 2014 40

Chart A.3.2 Employment rates of the 25- to 64-year-old population, by highest level of education attained, 2014 41

Definitions, sources and methodology 41

Tables A3 43

Table A.3.1 Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2014 43

Table A.3.2 Trends in employment rates of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014 44

Chapter B
Financial resources invested in education 47

B1 Expenditure per student 47

Context 47

Observations 48

Chart B.1.1 Annual expenditure by educational institutions per student for all services, primary, secondary and university education, 2011/2012 48

Chart B.1.2 Annual expenditure by educational institutions per student in primary and secondary education, by type of services, 2011/2012 49

Definitions, sources and methodology 49

Tables B1 51

Table B.1.1.1 Annual expenditure by educational institutions per student, for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2011/2012 51

Table B.1.1.2 Annual expenditure by educational institutions per student, for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2011/2012 51

Table B.1.2.1 Annual expenditure by educational institutions per student, on core services and ancillary services, Canadian dollars, Canada, provinces and territories, 2011/2012 52

Table B.1.2.2 Annual expenditure by educational institutions per student, on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2011/2012 52

B2 Expenditure on education as a percentage of GDP 53

Context 53

Observations 53

Chart B.2.1 Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2011 53

Definitions, sources and methodology 54

Table B2 55

Table B.2.1 Public and private expenditure on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2011 55

B3 Distribution of expenditure on education 56

Context 56

Observations 56

Chart B.3.1.1 Distribution of total expenditure by educational institutions for all primary and secondary education, 2012 56

Chart B.3.1.2 Distribution of total expenditure by educational institutions for postsecondary education, 2012 57

Chart B.3.1.3 Distribution of total expenditure by educational institutions for short cycle tertiary (college) and postsecondary non-tertiary education, 2012 57

Chart B.3.1.4 Distribution of total expenditure by educational institutions for bachelor's, master's, doctoral or equivalent (university) education, 2012 58
Chart B.3.2.1 Distribution of current expenditure by educational institutions for all primary and secondary education, 2012 59
Chart B.3.2.2 Distribution of current expenditure by educational institutions for postsecondary education, 2012 59
Chart B.3.2.3 Distribution of current expenditure by educational institutions for short cycle tertiary (college) and post-secondary non-tertiary education, 2012 60
Chart B.3.2.4 Distribution of current expenditure by educational institutions for bachelor's, master's, doctoral or equivalent (university) education, 2012 60

Definitions, sources and methodology 61

Table B3 62

Table B.3.1 Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2012 62

Chapter C Access to education, participation and progression 64

C1 International students 64

Context 64

Observations 65

Chart C.1.1 Number of international students in tertiary education, 2012 65
Chart C.1.2 Distribution of international students in tertiary education, by level of education, 2012 65
Chart C.1.3 Proportion of international students among all tertiary enrolments, by level of education, 2012 66
Chart C.1.4 Distribution of international students in tertiary education, by region of origin, 2012 67

Definitions, sources and methodology 67

Tables C1 69

Table C.1.1 International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2012 69
Table C.1.2 Distribution of international students in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2012 70

C2 Transitions to the labour market 71

Context 71

Observations 72

Chart C.2.1.1 Distribution of the 15- to 19-year-old population by education and employment status, 2014 72
Chart C.2.1.2 Distribution of the 20- to 24-year-old population by education and employment status, 2014 72
Chart C.2.1.3 Distribution of the 25- to 29-year-old population by education and employment status, 2014 73
Chart C.2.2 Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by age group, 2014 74
Chart C.2.3 Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by sex, 2014 75
Chart C.2.4 Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), 2009 to 2014 76
Chart C.2.5 Employment rate of 15- to 19-year-olds not in education, 2014 77

Definitions, sources and methodology 77

Tables C2 79

Table C.2.1 Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2014 79
Table C.2.2 Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2014 81
Table C.2.3 Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2014 83
Table C.2.4 Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2005, 2010 and 2014 85

Chapter D The learning environment and organization of schools 88

D1 Instruction time 88

Context 88

Observations 89

Chart D.1.1 Total number of cumulative intended instruction hours in public institutions, by level of education, 2014/2015 89

Definitions, sources and methodology 90

Table D1 92

Table D.1.1 Intended instruction time in public institutions, ages 6 through 17, by age, Canada, provinces and territories, 2014/2015 92

D2 Teachers' salaries 93

Context 93

Observations 94

Chart D.2.1.1 Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canadian dollars, 2012/2013 94

Chart D.2.1.2 Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canadian dollars, 2012/2013 94

Chart D.2.2 Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, US dollars, 2012/2013 95

Definitions, sources and methodology 96

Tables D2 97

Table D.2.1 Annual statutory teachers' salaries in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2012/2013 97

Table D.2.2 Annual statutory teachers' salaries in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2012/2013 98

D3 Teachers' working time 99

Context 99

Observations 99

Chart D.3.1 Hours of teaching time per day, by educational level taught, 2012/2013 99

Chart D.3.2.1 Annual net teaching time and total working time, primary level, 2012/2013 100

Chart D.3.2.2 Annual net teaching time and total working time, lower secondary level, 2012/2013 100

Chart D.3.3 Net teaching time as a percentage of total working time, 2012/2013 101

Definitions, sources and methodology 101

Table D3 103

Table D.3.1 Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2012/2013 103

Chapter E Skills proficiencies in adults 104

E1 Insights from the Programme for the International Assessment of Adult Competencies (PIAAC) 104

Context 104

Observations 105

Chart E.1.1 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problemsolving of 25- to 64-year-olds, by highest level of educational attainment, Canada, 2012 105

Chart E.1.2 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by age group, 2012 106

Chart E.1.3 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, Group 4 (good ICT and problem-solving skills), by gender, 2012 106
Chart E.1.4 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by level of computer use needed at work, 2012 107
Chart E.1.5 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by confidence in using computers at work, 2012 108
Chart E.1.6 Percentage of 25- to 64-year-olds who participated in employer-supported formal and/or non-formal education, by skills and readiness to use information and communication technologies (ICT) for problem-solving, 2012 109

Definitions, sources and methodology 109

Tables E1 112

Table E.1.1 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012 112
Table E.1.2 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by age group, Canada, provinces and territories, 2012 114
Table E.1.3 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by gender, Canada, provinces and territories, 2012 116
Table E.1.4 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by level of computer use needed at work, Canada, provinces and territories, 2012 117
Table E.1.5 Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by confidence in using computers at work, Canada, provinces and territories, 2012 119
Table E.1.6 Percentage of 25- to 64-year-olds who participated in employer-supported formal and/or non-formal education, by skills and readiness to use information and communication technologies (ICT) for problem-solving, Canada, provinces and territories, 2012 120

Committees and organizations 121

Acronyms and abbreviations

ASETS – Access and Support to Education and Training Survey
CAUBO – Canadian Association of University Business Officers
CEGEP – Collège d'enseignement général et professionnel
CESC – Canadian Education Statistics Council
CMEC – Council of Ministers of Education, Canada
EAG – Education at a Glance
ESES – Elementary-Secondary Education Survey
FEDEX – Survey of Federal Government Expenditures in Support of Education
FINCOL – Financial Statistics of Community Colleges and Vocational Schools
FIUC – Financial Information of Universities and Colleges Survey
GDP – gross domestic product
GED – general education diploma
ICT – information and communication technologies
ILO – International Labour Organisation
INAC – Indigenous and Northern Affairs Canada
INES – Indicators of Education Systems
ISCED – International Standard Classification of Education
LFS – Labour Force Survey
NEET – not in employment, not in education (or training)
NGS – National Graduates Survey
OECD – Organisation for Economic Co-operation and Development
PCEIP – Pan-Canadian Education Indicators Program
PIAAC – Programme for the International Assessment of Adult Competencies
PISA – Programme for International Student Assessment
PPPs – purchasing power parities
PSIS – Postsecondary Student Information System
PS-TRE – problem solving in technology-rich environments
R&D – research and development
SLID – Survey of Labour and Income Dynamics
SUFSB – Survey of Uniform Financial System – School Boards
UNESCO – United Nations Educational, Scientific and Cultural Organization
UOE – UNESCO/OECD/Eurostat data collection

Introduction

Education Indicators in Canada: An International Perspective

Education Indicators in Canada: An International Perspective 2015 reports on certain aspects of the educational systems in Canada's provinces and territories and places them in an international context. The indicators presented here align with the definitions and methodologies used by the Organisation for Economic Co-operation and Development (OECD). This set of internationally comparable indicators offers statistical information for the following key themes:

Chapter A, ***The output of educational institutions and the impact of learning***, profiles educational attainment among the adult population. It also presents information on graduation and completion rates at the upper secondary level, and on relationships between educational attainment and labour market outcomes.

Chapter B, ***Financial resources invested in education***, focuses on spending on education. This information is presented both in terms of expenditure per student and expenditure in relation to the overall amount of resources as measured by GDP. The proportions of current and capital expenditures are also outlined.

Chapter C, ***Access to education, participation and progression***, explores the extent of international student enrolment in college and university programs in Canada and its provinces and territories, and how this has changed over time. Several aspects of the transition from education to the labour force are examined, including the extent to which young adults are neither employed nor in education.

Chapter D, ***The learning environment and organization of schools***, reports on the amount of time students must, in principle, spend in class as established by public regulations. It also presents information on key aspects of working environments for elementary and secondary school teachers: teaching time (as determined by policy) in the context of total working time, and salary.

Chapter E, ***Skills proficiencies of adults*** provides a selection of results from the Program for the International Assessment of Adult Competencies; a survey that assessed the literacy, numeracy and problem solving skills of adults aged 16 to 65. This chapter outlines the findings from a computer-based assessment of problem solving in technology-rich environments.

International indicators

Canada has participated in the OECD's Indicators of Education Systems (INES) programme since the project's inception in 1988. INES includes a set of indicators that allows comparisons of the education systems of its member countries. The OECD publishes the results annually in *Education at a Glance: OECD Indicators*.

Education Indicators in Canada: An International Perspective was developed to expand upon Canada's participation in INES and to broaden the Canadian statistical picture by providing comparable statistics for Canada's provincial/territorial systems of education. It is a product of the Pan-Canadian Education Indicators Program (PCEIP), and is considered a companion report to the OECD's *Education at a Glance*, which presents data for all OECD member countries, including Canada.[1]

The indicators presented in this 2015 edition align with a selection of indicators from the OECD's 2015 report and were selected based on policy relevance and the availability of data for Canada and its provinces and territories.

1. The 2015 version of *Education at a Glance: OECD Indicators*, which presents the latest statistics for the individual OECD member countries, is available free on the OECD Web site: www.oecd.org.

The data for Canada and the provinces/territories are presented along with the most recent OECD averages. The definitions and methodologies agreed upon in developing the international indicators were used to produce the data. These definitions and methodologies may differ from those used in a particular province/territory, thus the numbers presented in this report may differ from those published independently by the provinces/territories.

About the Pan-Canadian Education Indicators Program

The Pan-Canadian Education Indicators Program (PCEIP) is an ongoing initiative of the Canadian Education Statistics Council: a partnership between Statistics Canada and the Council of Ministers of Education, Canada. More information about PCEIP, including the full line of products, is available on the Statistics Canada Web site at www.statcan.gc.ca and the Web site of the Council of Ministers of Education, Canada at www.cmec.ca.

Highlights

Chapter A: The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

- In Canada, the proportion of adults aged 25 to 64 with tertiary education (college/university completion) increased to 54% in 2014, the highest rate among OECD countries. At the same time, the proportion of individuals with less than high school completion ("below upper secondary") decreased, from 15% to 10%. Similar changes were mirrored in the provinces.
- In 2014, one-quarter (25%) of 25- to 64-year-olds in Canada had completed short cycle tertiary education, far greater than the average of 8% reported by the OECD. In Canada, short cycle tertiary education includes non-university certificates or diplomas from community colleges, CEGEPs, or schools of nursing, as well as university certificates below the bachelor's level. The proportion of women who had successfully completed short cycle tertiary education (29%) was higher than the proportion for men (21%). In the traditionally male-dominated areas of trades and apprenticeship ("postsecondary non-tertiary" education), attainment was more common among men (15%) than women (7%).
- The OECD average for completion of university education for 25- to 64-year-olds was 28%, a rate similar to Canada's figure. In Canada, university degree refers to bachelor's, master's and doctoral and equivalent degrees. The gender gap was less pronounced at this level of educational attainment, with figures of 30% for women and 27% for men.
- Ninety-three percent of Canadian adults aged 25 to 34 had attained at least upper secondary education in 2014, compared with 85% for those aged 55 to 64, reflecting change in attainment patterns for high school completion over time. There were relatively small differences between provinces in the proportion of adults aged 25 to 34 with at least a high school diploma; 2014 figures for all provinces ranged from 90% to 95%.

A2 Upper secondary graduation

- Canada's upper secondary graduation rate was 85% in 2012. The OECD average was also 85%, and most OECD countries reported graduation rates of at least 80%. The upper secondary graduation rate corresponds to the probability that an individual will graduate from high school during his or her lifetime.
- In Canada, graduates under 25 years of age represented 95% of all graduates in 2012, compared with 97% for the OECD overall.
- Upper secondary graduation rates for females were higher than those for males in all provinces and territories, as well as in most of the OECD countries for which comparable data were available. In Canada, the rate for females was 88%; the rate for males, 82%.
- In Canada in 2012, successful completion in public schools was 73%. This indicator measures the "on-time" graduation of the 2009/2010 cohort of Grade 10 students (Secondary III in Quebec), an indication of the efficiency of the public school system. Among the provinces and territories, the proportion of students who completed their education within the expected time varied considerably, from 20% in Nunavut to 84% in Nova Scotia.

A3 Labour market outcomes

- In Canada and other OECD countries, employment prospects increase with educational attainment. In 2014, Canada's employment rate for adults aged 25 to 64 who had not completed upper secondary education (high school) was 56%. In and throughout Canada, as well as in the OECD countries overall, the 2014 employment rates among the 25- to 64-year-old population were clearly highest—around 82% and beyond—among individuals who had a "tertiary education"; that is, a college or university credential.
- Between 2005 and 2014, employment rates were consistently higher among individuals with a tertiary education compared with those who had not attained that level of education, both throughout Canada and the OECD countries overall.
- In most OECD countries in 2014, the difference in employment rates between the sexes was less pronounced among university graduates compared with the upper secondary graduates. In Canada, a 13-percentage-point difference was observed between the employment rates for men and women in the upper secondary graduation category: 78% for men compared with 65% for women. Among university and college graduates, the male–female differences narrowed to around 5 and 7 percentage points, respectively.

Chapter B: Financial resources invested in education

B1 Expenditure per student

- In Canada in 2011/2012, expenditure per student at the combined primary and secondary level ($9,865 US dollars using purchasing power parity) was above the OECD average of $8,982, which also included post-secondary non-tertiary.
- In Canada at the primary and secondary level, the portion of expenditure per student allocated to core services represented 95% of the total expenditure per student. This was similar to the average proportion of 94 % spent on core services in the OECD countries. Expenditure on educational core services includes all spending directly related to education; i.e., on teachers, school buildings, teaching materials, books and administration of schools.
- The total expenditure per student on university education (Bachelor's, Master's, and Doctoral levels or equivalent, including research and development) in Canada was $ 25,503 (US dollars). This was the second highest among the OECD countries, behind Luxemburg at $34,739 (U.S dollars). The comparable OECD average for all tertiary (including short-cycle tertiary in addition to Bachelor's, Master's, and Doctoral levels or equivalent programmes including R&D) was $15,111, which is just below two thirds of the Canadian expenditure.
- In 2011/2012 expenditure per student at the university level was more than twice that of the primary/ secondary level in Canada.

B2 Expenditure on education as a percentage of GDP

- With 6.4% of its GDP allocated to educational institutions in 2011, Canada devoted a higher share of its wealth to education than the OECD countries overall (an average of 5.3%). The share of GDP devoted to educational institutions varied from one province or territory to another. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. The share of GDP is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.
- In 2011, 42% of the share of GDP that Canada invested in education was allocated to the tertiary sector. Among the OECD countries, Canada, along with the United States (43%) and Chile (41%), allocated the largest share of education spending to tertiary education.

B3 Distribution of expenditure on education

- The proportions of education expenditure allocated to current spending in Canada in 2012 were: 93% for primary and secondary education, and 90% for all postsecondary. These figures are similar to the average proportions reported by the OECD for its member countries: 93% and 90%, respectively. Current expenditure reflects spending on school resources that are used each year for the operation of schools.

- For primary and secondary education, the compensation of staff (79%)—particularly teachers (64%)—accounted for the largest proportion of current expenditure in Canada in 2012, a situation mirrored in all other OECD countries. At the postsecondary level in Canada, 67% of current expenditure was devoted to compensation of all staff; more than half of which (38%) was spent on compensation for teachers. In all provinces and territories, the proportion of current expenditure allocated to compensation of all staff employed in education was larger in the primary and secondary education sector than in the postsecondary sector.

- In Canada, 11% of education expenditure for postsecondary was allocated to capital expenditure; the OECD average was 10%. For primary and secondary education, the corresponding figures for Canada and the OECD were both 7%. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings.

Chapter C: Access to education, participation and progression

C1 International students

- In 2012, there were 134,568 international students registered in tertiary programmes in Canada. They accounted for 9% of all students enrolled in tertiary education, a proportion very similar to the OECD average (9%). A vast majority of them (56%) were in Bachelor's or equivalent level programmes. "International students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the internet.

- Students from Asia accounted for more than half (63%) of the international students in Canada in 2012. This high proportion of Asian students was mirrored in the OECD countries, where Asia was generally the largest source of international students, accounting for over half (53%) of the total. Australia (85%), United States (74%) and New Zealand (70%) had a significantly larger percentage of international students coming from Asia than the OECD average.

- Students from China represented the largest group of international students from an individual country of origin, accounting for 29% of all international students in Canada, followed by students from India (9%), France (8%), the United States (6%) and South Korea (4%).

C2 Transitions to the labour market

- In Canada in 2014, 44% of young adults aged 15 to 29 were still involved "in education". The most recent international average (2014) for the OECD countries was 48%. The proportion of females (47%) was higher than that for males (42%). The proportion of "in education" 15- to 29-year-olds remained quite stable in Canada over the 2002-to-2014 period.

- In 2014, 17% of 15- to 19-year-olds in Canada were no longer pursuing a formal education; the comparable OECD average (2014) was 14%. Many in this 15-to-19 age group were employed, and some were high school graduates who had not engaged in any further education.

- The "not in education" 15- to 29-year-old population includes those who are neither employed nor in education (or training), referred to as the "NEET" population. In 2014, 13% of Canada's population aged 15 to 29 was neither employed nor in education, compared with the OECD average of 16%. In Canada and in the OECD overall, the highest proportion of individuals who were not in education and not in employment was in the 25-to-29 age group: 18%, which compares with the OECD's 21%.

Chapter D: The learning environment and organization of schools

D1 Instruction time

- In Canada, in 2014/2015, the total intended instruction time in formal classroom settings was 8,306 hours on average, between the ages of 6 and 14 (this includes the primary (ages 6 to 11) and lower secondary (ages 12 to 14) levels of education). By comparison, total intended instruction time for the OECD countries for which data were available was 7,626 hours. This was 680 fewer hours than the average total intended instruction time in all public institutions in Canada during the 2014/2015 school year.
- Total intended instruction time for students aged 6 to 17 (primary, lower secondary and upper secondary levels) varied by province and territory, ranging from 12, 252 hours in the Northwest Territories to 9,900 hours in Quebec (where upper secondary ends at age 16).

D2 Teachers' salaries

- In Canada, the salary for teachers at the beginning of their careers, in public elementary and secondary schools was about $51,150 Canadian dollars in 2012/2013, ranging from $40,952 in Quebec to $72,993 in the Northwest Territories.
- In 2012/2013, teachers' salaries in and throughout Canada were similar regardless of the level of education being taught. Overall in Canada, average salaries for teachers at the beginning of their career (presented in US dollars for international comparisons) were $39,660 in both primary and lower secondary institutions, and $39,826 for those in upper secondary institutions. The comparable OECD averages (US dollars) were all lower, and they also varied by level taught, at $29,807, $31,013 and $32,260, respectively.
- In over one half of the provinces and territories in Canada, teachers in public elementary and secondary schools reached their maximum salary after 10 years' experience—much sooner than their counterparts in other OECD countries.

D3 Teachers' working time

- In Canada, primary school teachers taught an average of 795 hours per year in 2012/2013, compared with the OECD average of 772 hours. Figures varied by province and territory, ranging from 700 hours in New Brunswick to 905 hours in Alberta.
- Net annual teaching time was 742 hours at the lower secondary level (generally Grades 7 to 9) and 743 hours at the upper secondary level (generally Grades 10 to 12). These figures for Canada are higher than the averages for the OECD countries overall—48 hours higher at the lower secondary level and 100 hours at the upper secondary level.
- On average in Canada, net teaching time represented about 60% of teachers' total working time. It was similar for lower and upper secondary levels taught (60%), and higher at the primary level (65%). This ratio and the pattern across levels of education taught were similar to the OECD average.

Chapter E: Skills proficiencies of adults

E1 Insights from the Programme for the International Assessment of Adult Competencies (PIAAC) – skills and readiness to use information and communication technologies (ICT) for problem-solving

- Canadians with higher levels of educational attainment tended to have higher levels of ICT and problem-solving skills. In 2012, younger Canadians had higher levels of ICT and problem-solving skills, but older Canadians fared better than their OECD counterparts. Canadian women fared better than their OECD counterparts, with 34% of women in Canada having had good ICT and problem-solving skills (group 4) compared to 29% for women in the OECD.
- The proportion of Canadians with jobs requiring complex ICT skills at work that had good ICT and problem-solving skills was comparable to the 2012 OECD average. In Canada and the OECD, those who reported a stronger sense of confidence in having the computer skills needed to do their job well had higher ICT and problem-solving skills.
- In 2012, Canadians with the highest levels of ICT and problem-solving skills (group 4) reported the highest rate of participation in employer-sponsored formal and/or non-formal education. For most Canadian provinces and territories, these rates were also higher than the OECD average participation rate for individuals in group 4.

Notes to readers

Canadian and Organisation for Economic Co-operation and Development (OECD) indicators

The following table outlines the indicators presented in this edition of *Education Indicators in Canada: An International Perspective* beside the corresponding indicators from *Education at a Glance 2015: OECD indicators*.

Education Indicators in Canada: An International Perspective 2015		Education at a Glance 2015: OECD Indicators	
A1	Educational attainment of the adult population	**A1**	To what level have adults studied?
A2	Upper secondary graduation	**A2**	How many students are expected to complete upper secondary education?
A3	Labour market outcomes	**A5**	How does educational attainment affect participation in the labour market?
B1	Expenditure per student	**B1**	How much is spent per student?
B2	Expenditure on education as a percentage of GDP	**B2**	What proportion of national wealth is spent on education?
B3	Distribution of expenditure on education	**B6**	On what resources and services is education funding spent?
C1	International students	**C4**	Who studies abroad and where?
C2	Transitions to the labour market	**C5**	Transition from school to work: Where are the 15-29 year-olds?
D1	Instruction time	**D1**	How much time do students spend in the classroom?
D2	Teachers' salaries	**D3**	How much are teachers paid?
D3	Teachers' working time	**D4**	How much time do teachers spend teaching?
E1	Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)	**A1**	To what level have adults studied?
		A5	How does educational attainment affect participation in the labour market?
		C6	How many adults participate in education and learning?

International Standard Classification of Education (ISCED) classifications and descriptions

Indicators are classified according to the ISCED-2011 categories. The ISCED standard, developed and maintained by the UNESCO Institute for Statistics, is used for reporting data to the OECD.[1] ISCED provides a framework and methodology that allows information for national education programs to be presented within a comparable set of broad indicators.

1. 2015 is the first year in which the data presented in *Education Indicators in Canada: An International Perspective* have been categorized using ISCED-2011, the 2011 classification. In previous editions, data had been categorized using ISCED-97.

The following table provides a brief description for each ISCED category.[2]

International Standard Classification of Education (ISCED) 2013 classification	Description
Early childhood education/ Pre-primary education ISCED 0	ISCED level 0 refers to early childhood programmes that have an intentional education component. These programmes aim to develop socio-emotional skills necessary for participation in school and society. They also develop some of the skills needed for academic readiness and prepare children for entry into primary education. ISCED level 0 programmes target children below the age of entry into ISCED level 1. There are two categories of ISCED level 0 programmes: early childhood educational development and pre-primary education. The former has educational content designed for younger children (in the age range of 0 to 2 years), whilst the latter is designed for children from age 3 years to the start of primary education.
Primary education ISCED 1	Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Typical duration: 6 years.
Lower secondary education ISCED 2	Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.
Upper secondary education ISCED 3	Stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around 15 or 16 years old.
Postsecondary non-tertiary education ISCED 4	Internationally, this level straddles the boundary between upper secondary and postsecondary education, even though it might be considered upper secondary or postsecondary in a national context. Programme content may not be significantly more advanced than that in upper secondary, but is not as advanced as that in tertiary programmes. Duration usually the equivalent of between 6 months and 2 years of full-time study. Students tend to be older than those enrolled in upper secondary education.
Short-cycle tertiary education ISCED 5	Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5. ISCED level 5 has a minimum duration of two years and is typically but not always shorter than three years. For education systems with modular programmes where qualifications are awarded by credit accumulation, a comparable amount of time and intensity would be required.
Bachelor's or equivalent level ISCED 6	Largely theory-based programmes designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Duration at least 3 years full-time, though usually 4 or more years. They are traditionally offered by universities and can also be offered at some colleges.
Master's or equivalent level ISCED 7	Programmes at ISCED level 7, or Master's or equivalent level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification.
Doctoral or equivalent level ISCED 8	Programmes that lead directly to the award of an advanced research qualification, e.g., Ph.D. The theoretical duration of these programmes is 3 years, full-time, in most countries (for a cumulative total of at least 7 years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. Programmes are devoted to advanced study and original research.

2. See the "Reader's Guide" in *Education at a Glance 2015: OECD Indicators*, published by the Organisation for Economic Co-operation and Development and available on the OECD Web site: www.oecd.org and the ISCED 2011 guide available on the United Nationals Educational, Scientific and Cultural Organization (UNESCO) website: www.uis.unesco.org.

Mapping to ISCED

The report uses the International Standard Classification of Education (ISCED-2011) to classify education programmes and the highest level of education successfully completed (educational attainment). The following tables show the correspondence between ISCED and the other data sources used for the indicators in this report.

Labour Force Survey (LFS)

ISCED	LFS (educational attainment)
ISCED 0/1	• Grade 8 or lower (Quebec: Secondary II or lower)
ISCED 2	• Grade 9 to 10 (Quebec: Secondary III or IV, Newfoundland and Labrador: 1st year of secondary) • Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (non-graduate)
ISCED 3	• Grade 11 to 13 (Quebec: Secondary V, Newfoundland and Labrador: 2nd to 4th year of secondary) (graduate) • Some postsecondary education (non-graduate)
ISCED 4	• Trade certificate or diploma from a vocational school or apprenticeship training
ISCED 5	• Non-university certificate or diploma from a community college, CEGEP, school of nursing, etc. • University certificate below bachelor's level
ISCED 6	• Bachelor's degree
ISCED 7/8	• University degree or certificate above bachelor's degree

Note: The following indicators are based on data from the LFS: A1, Educational attainment of the adult population; A3, Labour market outcomes; and C2, Transitions to the labour market.

Postsecondary Student Information System (PSIS)

ISCED	PSIS enrolment (program type and credential type)
ISCED 5	• Career, technical or professional training program (diploma) • Post-career, technical or professional training program (certificate, diploma, other type of credential associated with a program)
ISCED 6	• Undergraduate program (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, associate degree, other type of credential associated with a program) • Post-baccalaureate non-graduate program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate qualifying program, second cycle (other type of credential associated with a program)
ISCED 7	• Graduate qualifying program, third cycle • Health-related residency program (certificate, diploma, degree [includes applied degree], other type of credential associated with a program) • Graduate program, second cycle (certificate, diploma, degree [includes applied degree], attestation and other short program credentials, other type of credential associated with a program)
ISCED 8	• Graduate program, third cycle (diploma, degree [includes applied degree], attestation and other short program credentials) • Graduate program, above the third cycle (diploma)

Notes: Information on enrolments from PSIS 2010/2011 was used for Indicator C1, International students. Indicator, B1, Expenditure per student, is based on several data sources, including PSIS.

OECD averages

As stated in the OECD's *Education at a Glance 2015: OECD Indicators*[2]:

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD average can be significantly affected by missing data. Given the relatively small number of countries surveyed, no statistical methods are used to compensate for this. When a category is not applicable in a country or when the data value is negligible for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. When both the numerator and the denominator of a ratio are not applicable for a certain country, this country is not included in the OECD average.

OECD member countries

The OECD member countries are: Australia, Austria, Belgium, Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea [South Korea], Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States.

Please refer to *Education at a Glance 2015: OECD Indicators*, available on the OECD Web site at www.oecd.org, for the latest international statistics.

Limitations

Indicators combine discrete education statistics and give them context. This report presents a selection of indicators that places Canada and the provinces/territories in an international perspective; however, it is only a partial picture of the performance of Canada, the provinces and territories. Although indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to determine causes and suggest solutions. The aim of this report is to stimulate thinking and promote debate on global education issues.

The harmonized indicators presented in this 2015 edition align with a selection of indicators from the OECD's 2015 edition of *Education at a Glance*, and they were selected based on their policy relevance and the availability of data for Canada and its provinces and territories. The definitions and methodologies agreed upon in developing the harmonized indicators were used to produce the data for Canada and the provinces/territories, and those definitions and methodologies may differ from those used in a particular province/territory. Consequently, the numbers presented in this report may differ from those published independently by the provinces/territories.

Although the data for Canada presented in this report are, for the most part, identical to those presented by the OECD in this year's *Education at a Glance (EAG)*, there are some instances where figures may differ slightly. This is not due to differences in methodologies or in data years, but it does reflect revisions to initial figures that were provided at earlier stages through the UNESCO/OECD/Eurostat data collection (UOE) required for the production of *EAG*.

It is preferable to avoid comparing, for any given indicator, the results presented in this report with those presented in previous editions because certain methodological adjustments may have been made in some cases, or because certain data used in the calculations for indicators may have been revised.

The OECD and other international organizations provide detailed guidelines and definitions to help member countries complete the complex data collection process in order to achieve the highest possible level of comparability. However, the countries must best apply these guidelines to their own data. Depending on the degree to which national concepts match these guidelines and to which national classifications of education map adequately to ISCED, the comparability may be affected. For more detailed information on the latest international statistics, please refer to *EAG*, available on the OECD Web site at www.oecd.org.

Squared brackets [ ] are used in some tables when the data cannot be disaggregated to conform with the presentation of the ISCED classification categories. When a number appears in brackets, this indicates that the data for that category/column are actually included in the data in another category/column of the table. For example, a [5] appearing in Column 3 signals that the data required for Column 3 are, in this case, captured along with the data presented in Column 5.

Chapter A

The output of educational institutions and the impact of learning

A1 Educational attainment of the adult population

Context

This indicator provides a profile of the educational attainment of the adult population aged 25 to 64; that is, the percentage of that population that has successfully completed a certain level of education. For this international indicator, educational attainment reflects the highest level of education completed, based on the International Standard Classification of Education (ISCED) categories.[1] As all subsequent indicators are examined by educational attainment within this international structure, this opening indicator, A1, sets the stage with an overview of the situation in Canada, including a breakdown of attainment by sex to reveal any gender differences. Information on generational differences reflects the shifts in educational attainment over time. Overall trends are also presented. This portrait of educational attainment places Canada and its provinces and territories in an international context.

Education helps give individuals the tools they need to participate in social and economic life and is key to the social and economic well-being of a country. As a large number of people in the 25-to-64 age range will have completed their formal education, this indicator provides some information on the skills and knowledge of this segment of the population, the core one active in the labour market. Overall, the educational attainment of all individuals in the working-age population influences the competitiveness of economies and the prosperity of societies. Variations in attainment over time reflect differences in access to education, and indicate the evolution of knowledge available in the working-age population.

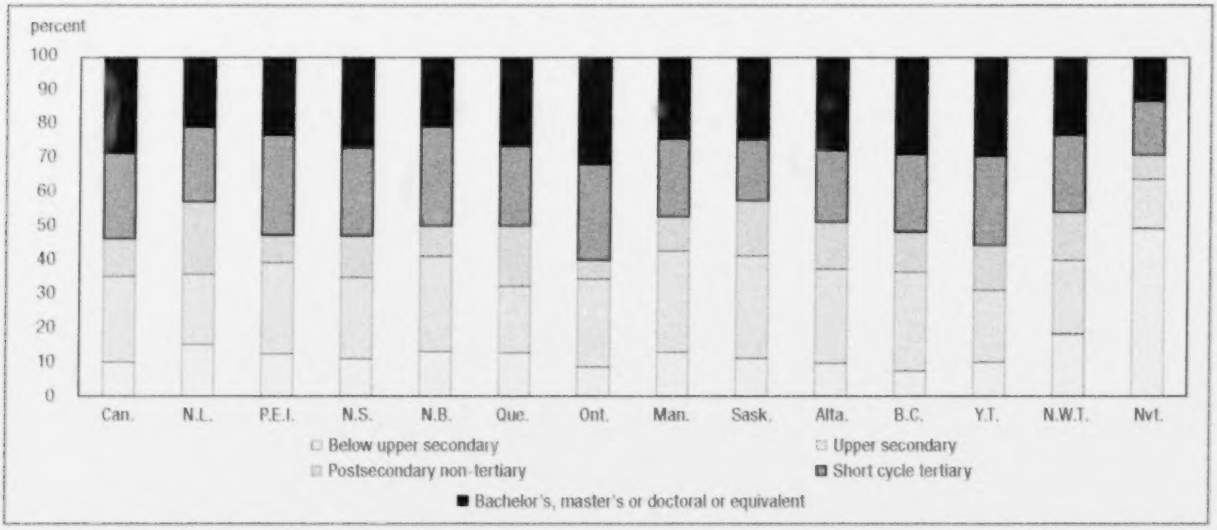
The distribution of educational attainment across Canada should not be considered an exact reflection of any educational system's output because many other factors come into play; for example, differences in labour market and economic situations, in the relative magnitude of international and inter-jurisdictional migrations, and the overall mobility of students and workers.

1. See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Observations

Educational attainment in Canada

Chart A.1.1
Distribution of the 25- to 64-year-old population, by highest level of education attained, 2014



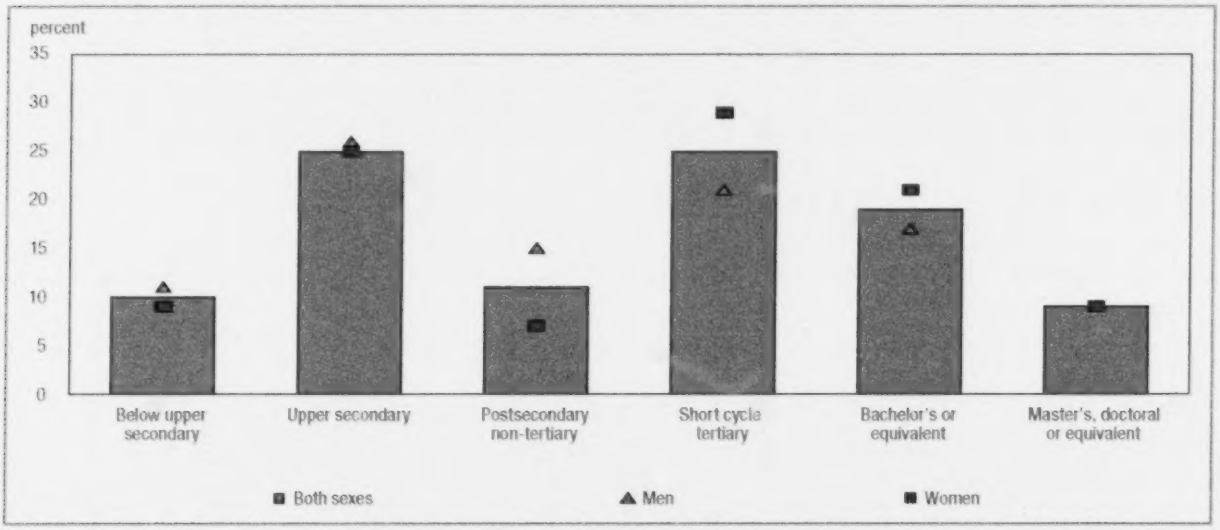
Sources: Table A.1.1 and Table A.1.4.

- Over half of Canadians aged 25 to 64 had completed a college or university education.
- One-quarter (25%) of Canadians had attained a college qualification, while 28% had completed their education at the university level. Approximately 11% attained a "postsecondary non-tertiary education", which includes certificates or diplomas from vocational schools or apprenticeship training.[2]
- Roughly 1 in 10 Canadians (10%) had not completed high school ("upper secondary").

2. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

Gender differences, Canada and OECD

Chart A.1.2
Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, 2014

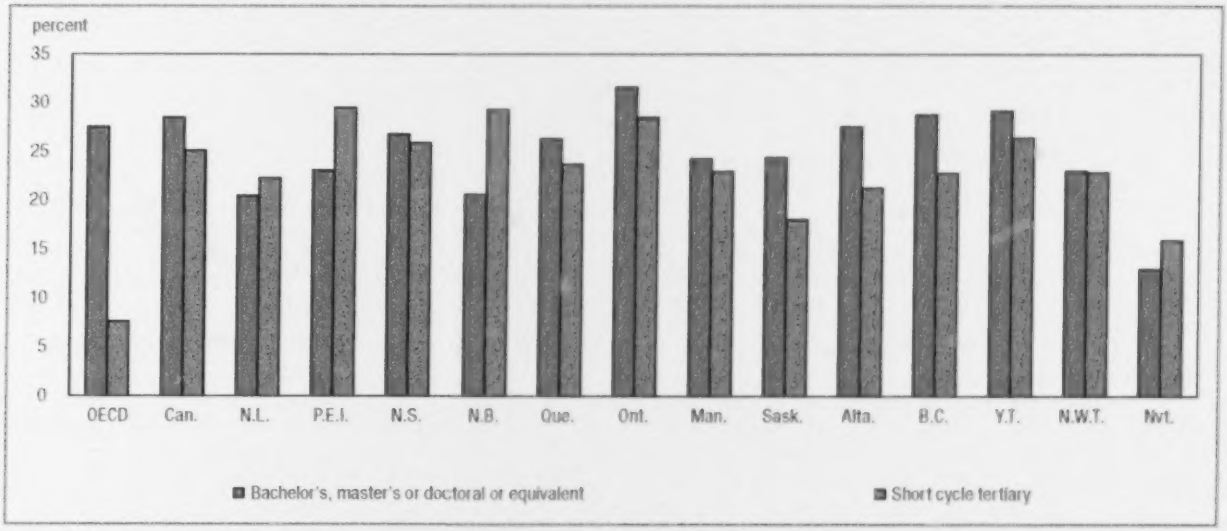


Source: Table A.1.1

- Men and women had similar levels of attainment until the end of high school (upper secondary). Larger gender differences emerge for postsecondary attainment, particularly at the post-secondary non-tertiary (trades), short cycle tertiary (college) and bachelor's or equivalent levels. However, the same percentage of men and women (9%) had attained a master's, doctoral or equivalent degree.
- At the post secondary non-tertiary level, which captures the traditionally male-dominated areas of trades, the proportion of men (15%) was close to double that of women (7%). The opposite was true at the college and university levels, with the gap more marked for college (29% for women vs 21% for men) than for university (30% for women and 27% for men).

Tertiary attainment

Chart A.1.3
Proportions of the 25- to 64-year-old population with a short cycle tertiary diploma and bachelor's, master's, doctoral or equivalent degree, 2014

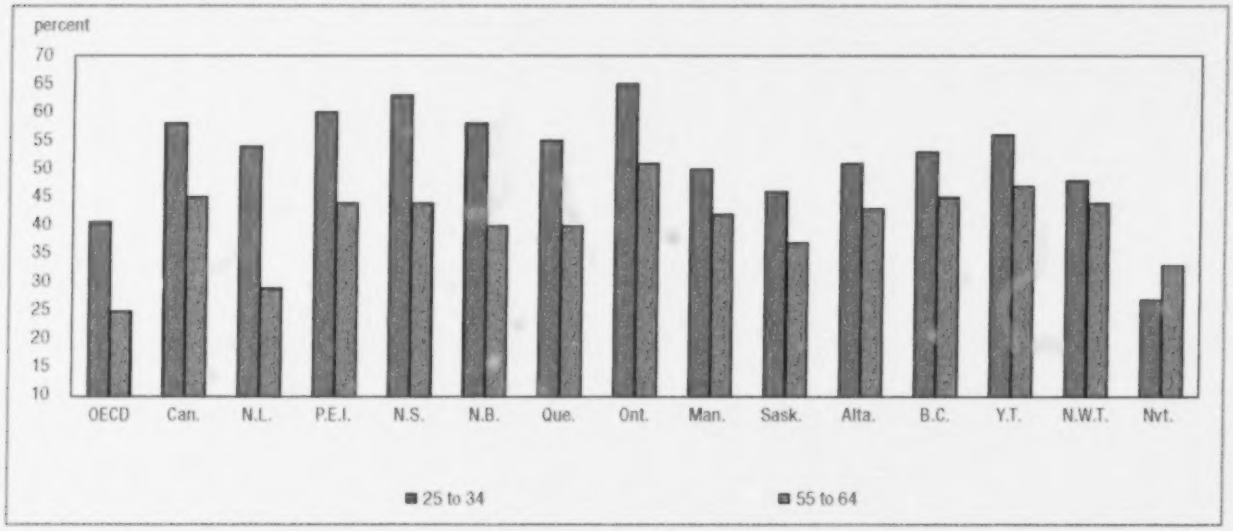


Sources: Table A.1.1 and Table A.1.3.

- Among OECD countries 8% of 25- to 64-year-olds, on average, had completed college programs in 2014, far fewer than the 25% reported for Canada. This number reflects Canada's well-developed college sector.
- The corresponding international figure for university (bachelor's, master's, doctoral or equivalent) was 28%, similar to Canada's average.
- Within Canada, university attainment ranged from 13% in Nunavut to 32% in Ontario. For college, the numbers range from 16% in Nunavut to 30% in Prince Edward Island. Both educational sectors are strong in all jurisdictions.

Generational differences in tertiary attainment

Chart A.1.4
Proportions of the populations aged 25 to 34 and 55 to 64 that have attained tertiary education, 2014

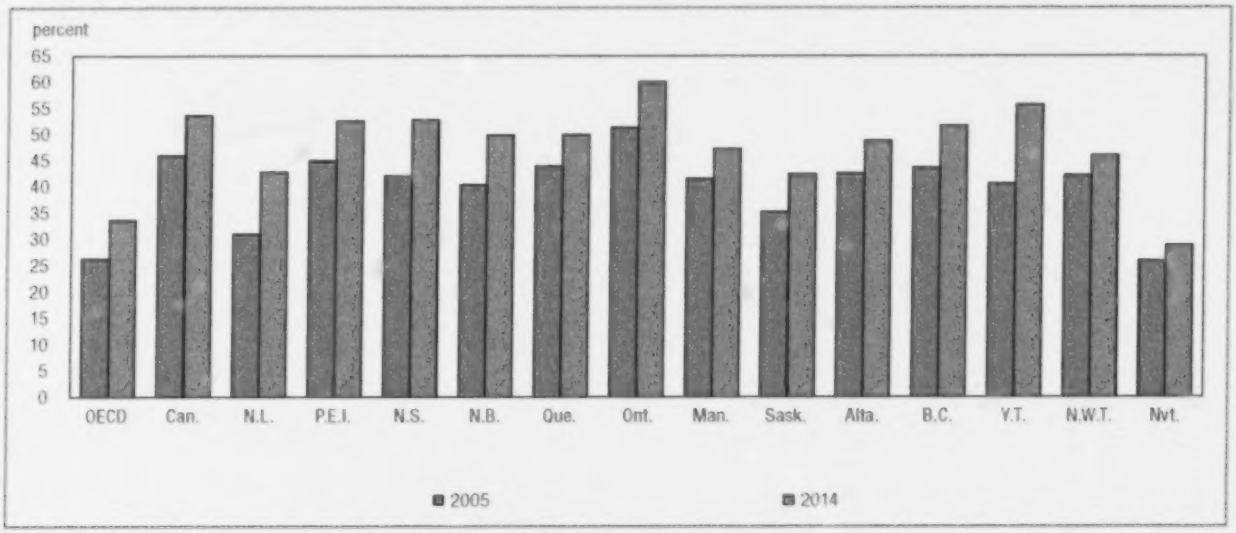


Source: Table A.1.3.

- Younger people have a higher level of educational attainment than their older counterparts in Canada and other OECD countries.
- Canada's level of tertiary attainment among the older and younger generations is higher than the OECD average. This is also true in virtually all of the provinces and territories.
- A different pattern is seen in Nunavut, where the proportion of adults with a tertiary credential is higher among the older age group.

Trends in attainment levels

Chart A.1.5
Proportions of the 25- to 64-year-old population with tertiary education, 2005 and 2014



Source: Table A.1.4.

- Between 2005 and 2014, the proportion of the Canadian population attaining tertiary education increased by eight percentage points (from 46% to 54%).

Definitions, sources and methodology

This indicator examines educational attainment among Canada's adult population aged 25 to 64, by age group and sex. It presents a portrait of the situation in 2014, but also shows the evolution since 2005.

The percentage of the population represented by a given age group that has attained a particular education level is obtained by taking the number of persons in this age group who have received a diploma attesting to that level, dividing it by the total number of persons in this same age group, and then multiplying by 100.

The education level corresponds to the highest level of education an individual has attained. The designation of the different levels of schooling is based on the International Standard Classification of Education (ISCED-2011) (see the "ISCED classifications and descriptions" and the "Mapping to ISCED" section for the Labour Force Survey [LFS] in Notes to readers). An individual must have successfully completed a programme at a given ISCED level to be considered as having attained that level of education. An individual who has not successfully completed a programme is assigned the preceding education level. For example, a secondary school graduate, as well as an individual who has undertaken some postsecondary education but who has not obtained a credential at that level, is considered to have attained ISCED level 3 (upper secondary education); a student who has not successfully completed secondary school, ISCED level 2 (lower secondary education).

The 2014 information presented for Canada on population and educational attainment is based on data from the LFS, which surveys approximately 56,000 households every month.[3] The LFS seeks to obtain a detailed and timely picture of the population aged 15 or older throughout the country. It allows proxy reporting, meaning that information on the entire household can be collected from a single member of the household. In all, this type of reporting accounts for approximately 65% of all information collected. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and are drawn from OECD and Eurostat databases, as compiled from national labour force surveys or population registers.

Some limitations are encountered when using LFS data to examine and categorize educational attainment using ISCED as it is not possible to make a precise delineation between "postsecondary non-tertiary education" and "short-cycle tertiary education". LFS data reported for the Canadian population that has attained ISCED level 5 (short-cycle tertiary education) will be somewhat overestimated because this category includes, for example, some CEGEP or college university transfer program graduates who, under the international classification standards, would have been placed in ISCED level 4 (Post-secondary non-tertiary education).

In Statistics Canada's LFS, advanced research qualifications (doctoral or equivalent level), educational attainment at ISCED 8, cannot be identified separately; therefore, educational attainment in the ISCED 7 and 8 (Master's or equivalent and doctoral or equivalent) categories must be counted together.

Adjustments to LFS data

Adjusting estimates for population changes - Adjustments are also made to LFS data every five years after new population estimates become available following the most recent census. At that time, all LFS data back to the previous census is re-weighted using the new population estimates (since the new population estimates will cover the inter-censal period between the two most recent censuses), and all corresponding historical LFS estimates are revised.

Therefore, at the beginning of 2015, all estimates were adjusted to reflect 2011 Census population counts and LFS estimates have been revised back to January 2001. Also, Census metropolitan areas (CMAs), Economic regions (ERs) and Census agglomerations are based on 2011 Census boundaries rather than 2006 boundaries. These and other changes are described in the research paper The 2015 Revisions of the Labour Force Survey (LFS), Catalogue no. 71F0031XWE201501.

Note: The corresponding OECD indicator is A1, *To what level have adults studied?*.

3. The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see, *Guide to the Labour Force Survey*, Statistics Catalogue no. 71-543-G.

Table A.1.1

Distribution of the 25- to 64-year-old population, by highest level of education attained and sex, Canada, provinces and territories, 2014

					Tertiary education			
	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary[1]	Short cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	All levels of education
	percent							
Canada[2]								
Both sexes	3	7	25	11	25	19	9	100
Men	3	8	26	15	21	17	9	100
Women	2	6	25	7	29	21	9	100
Newfoundland and Labrador								
Both sexes	6	10	21	21	22	14	7	100
Men	6	10	21	27	17	12	6	100
Women	5	9	20	16	27	15	7	100
Prince Edward Island								
Both sexes	3	9	27	8	30	16	7	100
Men	5	11	30	12	22	13	7	100
Women	2[E]	7	24	5	37	18	8	100
Nova Scotia								
Both sexes	2	9	24	12	26	17	10	100
Men	4	10	24	17	21	15	10	100
Women	1	7	24	8	31	18	11	100
New Brunswick								
Both sexes	4	9	28	9	29	15	5	100
Men	6	10	29	11	26	13	5	100
Women	3	8	27	7	33	18	5	100
Quebec								
Both sexes	4	8	20	18	24	18	8	100
Men	5	10	20	20	21	17	8	100
Women	4	7	19	15	26	20	8	100
Ontario								
Both sexes	2	6	26	5	28	21	11	100
Men	2	7	27	8	26	19	11	100
Women	2	6	25	3	31	22	11	100
Manitoba								
Both sexes	3	10	30	10	23	18	6	100
Men	3	12	31	13	19	16	6	100
Women	3	8	28	7	27	21	6	100
Saskatchewan								
Both sexes	2	9	30	16	18	19	6	100
Men	2	11	31	21	12	16	6	100
Women	2	6	29	11	25	22	5	100
Alberta								
Both sexes	2	8	28	14	21	19	8	100
Men	2	9	27	21	16	17	8	100
Women	2	7	28	6	27	22	8	100
British Columbia								
Both sexes	2	6	29	12	23	20	8	100
Men	2	7	29	18	18	18	8	100
Women	2	5	29	6	28	22	8	100
Yukon								
Both sexes	1[E]	9	21	13	26	19	10	100
Men	x	9[E]	23	21	21	15	9	100
Women	x	8	20	5[E]	32	23	11	100
Northwest Territories								
Both sexes	6[E]	13	22	14	23	17	6	100
Men	7	13	19	22	17	14	6[E]	100
Women	4[E]	12	24	6[E]	28	19	6[E]	100
Nunavut								
Both sexes	15	34	15	7	16	7	6	100
Men	16	36	14	10	13	5	6[E]	100
Women	14	32	15	5[E]	20	8	6	100

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Trade certificates or diplomas from a vocational school or apprenticeship training.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Note: Due to rounding, totals may not match the sum of the individual values.
Source: Statistics Canada, Labour Force Survey (LFS).

Table A.1.2
Percentage of the 25- to 64-year-old population that has attained at least upper secondary education, by age group and sex, Canada, provinces and territories, 2014

	Age group					
	25 to 64	30 to 34	25 to 34	35 to 44	45 to 54	55 to 64
	percent					
OECD average[1]						
Both sexes	76	83	83	80	74	66
Men	77	82	82	79	75	69
Women	76	84	85	81	74	63
Canada[2]						
Both sexes	90	93	93	93	89	85
Men	89	91	91	92	88	85
Women	91	94	94	94	91	86
Newfoundland and Labrador						
Both sexes	85	94	93	92	83	75
Men	84	93	92	90	80	76
Women	86	96	95	93	85	74
Prince Edward Island						
Both sexes	88	95	95	92	85	81
Men	84	94	94	87	81	76
Women	91	97	96	95	90	86
Nova Scotia						
Both sexes	89	94	95	91	88	84
Men	86	92	92	87	85	81
Women	92	96	97	95	91	87
New Brunswick						
Both sexes	87	94	94	93	85	79
Men	84	91	91	90	81	76
Women	90	97	96	95	89	82
Quebec						
Both sexes	87	90	90	91	87	82
Men	86	87	87	89	86	81
Women	89	94	93	93	88	83
Ontario						
Both sexes	91	94	94	94	91	87
Men	91	93	93	93	89	87
Women	92	95	95	95	92	88
Manitoba						
Both sexes	87	90	90	90	86	82
Men	85	88	89	89	83	80
Women	89	92	92	91	90	84
Saskatchewan						
Both sexes	89	94	92	93	87	84
Men	86	93	91	92	82	80
Women	92	95	94	94	91	87
Alberta						
Both sexes	90	92	91	92	90	87
Men	89	90	90	91	88	86
Women	91	93	93	93	91	89
British Columbia						
Both sexes	93	96	95	95	92	89
Men	92	95	95	93	90	88
Women	94	96	96	96	94	89
Yukon[3]						
Both sexes	90	89	92	93	89	86
Men	89	90	92	91	88	85
Women	91	88	93	95	89	86
Northwest Territories[3]						
Both sexes	82	83	83	81	82	81
Men	80	83	80	78	79	81
Women	84	83	86	84	85	81
Nunavut[3]						
Both sexes	51	54	51	48	54	49
Men	48	47	44	47	51	55
Women	54	59	58	50	58	41[E]

[E] use with caution
1. These averages are from *Education at a Glance 2015: OECD Indicators*, Table A1.2a, Percentage of adults who have attained at least upper secondary education, by age group (2014) and Table A1.2b (Web only), Percentage of adults who have attained at least upper secondary education, by age group and gender (2014), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these ratios and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table A.1.3
Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2014

	Short Cycle tertiary education						Bachelor's or equivalent					
	Age group						Age group					
	25 to 64	30 to 34	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	30 to 34	25 to 34	35 to 44	45 to 54	55 to 64
	percent											
OECD average[1]												
Both sexes	8	8	7	9	8	8	15	20	21	17	12	10
Men	7	9	8	9	8	7	14	17	18	15	12	11
Women	8	9	9	9	9	8	16	22	24	18	13	11
Canada[2]												
Both sexes	25	25	24	27	26	23	19	24	24	23	17	14
Men	21	22	21	24	22	19	17	20	20	20	16	14
Women	29	28	28	30	30	26	21	27	28	26	18	14
Newfoundland and Labrador												
Both sexes	22	25	24	28	22	17	14	22	23	17	11	8
Men	17	20	22	25	14	11	12	19	19	13	10	8
Women	27	29	27	30	30	22	15	24	26	20	11	7
Prince Edward Island												
Both sexes	30	33	30	34	30	26	16	22	23	18	13	11
Men	22	30	25	28	20	16	13	15	17	13	12	11
Women	37	36	34	39	39	35	18	28	30	23	13	11
Nova Scotia												
Both sexes	26	28	27	29	27	21	17	24	25	18	13	13
Men	21	25	23	26	20	15	15	20	21	15	13	12
Women	31	30	31	33	33	27	18	28	28	21	13	13
New Brunswick												
Both sexes	29	33	30	35	28	24	15	20	21	20	12	10
Men	26	33	29	32	23	21	13	14	15	15	11	10
Women	33	33	32	38	33	28	18	26	27	24	14	10
Quebec												
Both sexes	24	24	23	25	25	21	18	22	23	23	16	12
Men	21	21	20	23	22	19	17	18	18	20	16	13
Women	26	28	27	28	28	23	20	27	28	26	16	12
Ontario												
Both sexes	28	29	29	30	29	26	21	24	25	24	18	16
Men	26	28	27	28	25	23	19	20	22	21	17	16
Women	31	30	31	32	32	29	22	26	28	26	19	16
Manitoba												
Both sexes	23	22	21	25	24	22	18	25	24	21	15	14
Men	19	17	17	23	19	18	16	19	19	18	13	14
Women	27	26	25	27	29	26	21	30	29	23	17	13
Saskatchewan												
Both sexes	18	16	16	18	19	19	19	26	24	21	15	13
Men	12	12	12	13	12	10	16	22	20	17	13	12
Women	25	21	20	24	28	27	22	31	29	26	16	14
Alberta												
Both sexes	21	21	19	23	23	20	19	22	23	21	17	15
Men	16	15	14	17	17	15	17	18	18	19	17	14
Women	27	28	24	29	30	26	22	26	27	23	18	16
British Columbia												
Both sexes	23	21	21	25	24	22	20	28	25	23	19	14
Men	18	17	16	19	18	18	18	23	22	20	18	14
Women	28	25	25	30	29	26	22	31	29	26	20	14
Yukon[3]												
Both sexes	26	20	22	31	28	25	19	21	24	20	17	15[3]
Men	21	21[3]	20[3]	24[3]	20[3]	20[3]	15	15[3]	18[3]	18[3]	14[3]	9[3]
Women	32	19[3]	24	37	36	29	23	28[3]	30	21	20[3]	20[3]
Northwest Territories[3]												
Both sexes	23	24	25	19	27	18	17	19	18	21	11	18[3]
Men	17	24[3]	23	13[3]	19	14[3]	14	17[3]	17[3]	17[3]	8[3]	18[3]
Women	28	23[3]	27	26	36	23[3]	19	21[3]	19	25	15[3]	18[3]
Nunavut[3]												
Both sexes	16	21	16	15[3]	16	19[3]	7	x	6[3]	6[3]	8[3]	x
Men	13	x	11[3]	13[3]	11[3]	19[3]	5	x	x	x	x	x
Women	20	24[3]	21	18[3]	21[3]	x	8	x	x	9[3]	x	x

Table A.1.3
Percentage of the 25- to 64-year-old population that has attained tertiary education, by age group and sex, Canada, provinces and territories, 2014 (continued)

	Master's, doctoral or equivalent						Total Tertiary					
	Age group						Age group					
	25 to 64	30 to 34	25 to 34	35 to 44	45 to 54	55 to 64	25 to 64	30 to 34	25 to 34	35 to 44	45 to 54	55 to 64
	percent											
OECD average[1]												
Both sexes	12	16	14	15	11	9	33	42	41	38	30	25
Men	12	15	12	14	11	10	32	37	36	35	29	26
Women	13	19	17	16	11	8	35	47	46	40	30	24
Canada[2]												
Both sexes	9	10	9	11	8	8	54	59	58	61	51	45
Men	9	9	8	10	9	9	48	51	49	54	47	43
Women	9	11	10	12	8	7	59	67	66	67	56	48
Newfoundland and Labrador												
Both sexes	7	10	7	10	6	5	43	57	54	54	39	29
Men	6	6[E]	4[E]	9[E]	6	6	36	45	44	47	30	26
Women	7	15	10	10	7	4[E]	50	68	63	60	48	33
Prince Edward Island												
Both sexes	7	8[E]	7	8	7	7	53	63	60	60	49	44
Men	7	6[E]	6[E]	6[E]	7[E]	8	42	51	48	48	39	34
Women	8	9[E]	8[E]	10	7	7	63	73	71	72	59	53
Nova Scotia												
Both sexes	10	11	11	12	9	10	53	63	63	59	49	44
Men	10	9[E]	10	9	9	11	45	54	55	50	41	38
Women	11	13	11	14	9	10	60	71	71	67	55	50
New Brunswick												
Both sexes	5	7	6	6	5	5	50	59	58	60	46	40
Men	5	5[E]	5	5	5	5	44	52	49	53	39	36
Women	5	8[E]	7	6	4	5	56	67	66	68	52	43
Quebec												
Both sexes	8	10	9	10	7	7	50	56	55	58	48	40
Men	8	9	8	9	7	8	45	47	46	51	45	40
Women	8	11	10	11	6	6	55	66	65	65	50	40
Ontario												
Both sexes	11	13	11	13	10	10	60	65	65	67	57	51
Men	11	12	10	13	12	11	56	60	59	62	54	50
Women	11	14	12	14	9	9	64	70	71	72	60	53
Manitoba												
Both sexes	6	6	5	7	5	6	47	52	50	52	45	42
Men	6	6	5	7	5	7	41	42	40	47	37	38
Women	6	6	6	7	5	6	54	62	60	57	52	46
Saskatchewan												
Both sexes	6	5	6	7	5	5	42	48	46	47	39	37
Men	6	5[E]	5	8	5	6	34	39	38	38	30	29
Women	5	6	6	7	5	4	52	57	55	57	49	46
Alberta												
Both sexes	8	9	9	9	7	8	49	52	51	53	48	43
Men	8	9	8	8	8	9	41	42	41	44	41	37
Women	8	9	9	11	7	6	57	63	61	63	54	48
British Columbia												
Both sexes	8	9	7	10	8	8	52	58	53	58	51	45
Men	8	7	6	11	8	9	44	47	43	50	44	40
Women	8	11	8	10	8	8	59	68	62	67	58	49
Yukon[3]												
Both sexes	10	15[E]	10[E]	13[E]	10[E]	8[E]	56	56	56	63	56	47
Men	9	x	x	x	14[E]	9[E]	45	45	44	50	48	38
Women	11	22[E]	14[E]	17[E]	x	x	66	69	68	75	63	56
Northwest Territories[3]												
Both sexes	6	x	4[E]	7[E]	6[E]	8[E]	46	48	48	48	44	44
Men	6[E]	x	x	7[E]	7[E]	9[E]	38	44	43	37	34	41
Women	6[E]	x	x	7[E]	x	x	54	51	51	59	55	48
Nunavut[3]												
Both sexes	6	x	5[E]	6[E]	8[E]	x	29	32	27	27	31	33
Men	6[E]	x	x	x	10[E]	x	24	26[E]	20	23	26	34
Women	6	x	x	x	x	x	34	38	33	33	37	32[E]

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution

1. These averages are from Education at a Glance 2015: OECD Indicators, Table A1.3a, Percentage of adults who have attained tertiary education, by type of programme and age group (2014) and Table A1.3b (Web only), Percentage of adults who have attained tertiary education, by type of programme, age group and gender (2014), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
3. Caution should be exercised in interpreting these rates and differences in ratios, as small estimates may present fairly high sampling variability. Estimates for small geographic areas, for small age-groups or for cross-classified variables will be associated with larger variability.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table A.1.4
Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014

	Age 25 to 64					
	2005	2010	2011	2013	2014	2005 to 2014
	percent					average annual growth rate[1]
OECD average[2]						
Below upper secondary	30	26	26	..	24	-2.5
Upper secondary and postsecondary non-tertiary	44	44	44	..	43	-0.3
Tertiary	26	30	31	..	34	2.8
Canada[3]						
Below upper secondary	15	12	11	10	10	-4.3
Upper secondary and postsecondary non-tertiary	39	38	38	37	36	-0.8
Tertiary	46	50	51	53	54	1.7
Newfoundland and Labrador						
Below upper secondary	24	19	18	15	15	-4.8
Upper secondary and postsecondary non-tertiary	45	45	44	45	42	-0.9
Tertiary	31	36	38	41	43	3.6
Prince Edward Island						
Below upper secondary	20	15	16	13	12	-5.3
Upper secondary and postsecondary non-tertiary	35	36	34	35	35	0.0
Tertiary	45	48	50	52	53	1.8
Nova Scotia						
Below upper secondary	18	15	14	12	11	-5.3
Upper secondary and postsecondary non-tertiary	40	37	38	36	36	-1.1
Tertiary	42	49	48	52	53	2.6
New Brunswick						
Below upper secondary	20	16	17	15	13	-4.4
Upper secondary and postsecondary non-tertiary	40	39	37	37	37	-0.9
Tertiary	40	46	46	48	50	2.4
Quebec						
Below upper secondary	19	15	15	13	13	-4.2
Upper secondary and postsecondary non-tertiary	37	38	38	37	37	0.0
Tertiary	44	47	47	49	50	1.4
Ontario						
Below upper secondary	13	10	10	9	9	-4.7
Upper secondary and postsecondary non-tertiary	36	33	33	31	31	-1.4
Tertiary	51	57	58	60	60	1.8
Manitoba						
Below upper secondary	17	14	14	13	13	-3.0
Upper secondary and postsecondary non-tertiary	42	41	41	42	40	-0.4
Tertiary	42	45	46	45	47	1.4
Saskatchewan						
Below upper secondary	15	13	13	11	11	-3.5
Upper secondary and postsecondary non-tertiary	50	51	50	48	47	-0.7
Tertiary	35	36	37	41	42	2.1
Alberta						
Below upper secondary	12	11	11	10	10	-2.3
Upper secondary and postsecondary non-tertiary	45	43	43	43	41	-1.0
Tertiary	43	46	46	47	49	1.5
British Columbia						
Below upper secondary	11	9	8	8	7	-4.5
Upper secondary and postsecondary non-tertiary	45	43	42	41	41	-1.1
Tertiary	44	48	50	51	52	1.9
Yukon						
Below upper secondary	13	18	12	13	10	-3.1
Upper secondary and postsecondary non-tertiary	46	34	33	36	34	-3.2
Tertiary	41	49	56	51	56	3.5
Northwest Territories						
Below upper secondary	25[E]	25	20	18	18	-3.4
Upper secondary and postsecondary non-tertiary	33	32	31	33	36	1.0
Tertiary	42	43	49	48	46	0.9
Nunavut						
Below upper secondary	51	47	48	45	49	-0.4
Upper secondary and postsecondary non-tertiary	23	26	23	28	22	-0.7
Tertiary	26	27	30	27	29	1.2

Table A.1.4
Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014 (continued)

	Age 25 to 34					
	2005	2010	2011	2013	2014	2005 to 2014
	percent					average annual growth rate[1]
OECD average[2]						
Below upper secondary	21	18	18	..	17	-2.3
Upper secondary and postsecondary non-tertiary	47	45	44	..	42	-1.2
Tertiary	32	37	38	..	41	2.7
Canada[3]						
Below upper secondary	9	8	8	8	7	-2.4
Upper secondary and postsecondary non-tertiary	37	36	36	35	35	-0.7
Tertiary	54	56	56	58	58	0.8
Newfoundland and Labrador						
Below upper secondary	10	7	7	5[E]	7	-4.8
Upper secondary and postsecondary non-tertiary	46	46	43	41	40	-1.7
Tertiary	43	46	49	54	54	2.4
Prince Edward Island						
Below upper secondary	11	6	9	7	5	-8.6
Upper secondary and postsecondary non-tertiary	33	37	34	34	35	0.8
Tertiary	57	57	58	59	60	0.7
Nova Scotia						
Below upper secondary	10	8	7	7	5	-6.6
Upper secondary and postsecondary non-tertiary	38	32	34	32	32	-1.9
Tertiary	52	60	58	60	63	2.0
New Brunswick						
Below upper secondary	9	6	7	9	6	-3.4
Upper secondary and postsecondary non-tertiary	41	37	37	34	36	-1.5
Tertiary	50	57	56	57	58	1.6
Quebec						
Below upper secondary	12	10	10	9	10	-2.4
Upper secondary and postsecondary non-tertiary	33	35	35	35	35	0.7
Tertiary	55	55	55	56	55	0.1
Ontario						
Below upper secondary	7	6	6	7	6	-2.1
Upper secondary and postsecondary non-tertiary	33	30	30	29	29	-1.7
Tertiary	59	64	64	65	65	1.1
Manitoba						
Below upper secondary	11	10	10	9	10	-1.6
Upper secondary and postsecondary non-tertiary	43	42	41	43	40	-0.8
Tertiary	46	48	49	48	50	1.0
Saskatchewan						
Below upper secondary	10	7	8	8	8	-3.2
Upper secondary and postsecondary non-tertiary	49	52	51	46	46	-0.7
Tertiary	40	41	41	46	46	1.5
Alberta						
Below upper secondary	9	9	9	8	9	0.0
Upper secondary and postsecondary non-tertiary	44	44	43	43	41	-0.9
Tertiary	47	47	48	49	51	0.8
British Columbia						
Below upper secondary	8	7	6	6	5	-5.7
Upper secondary and postsecondary non-tertiary	44	42	42	40	42	-0.4
Tertiary	48	51	52	55	53	1.1
Yukon						
Below upper secondary	13[E]	17[E]	10[E]	9[E]	8[E]	-5.7
Upper secondary and postsecondary non-tertiary	48	36	33	45	37	-2.9
Tertiary	39	47	57	47	56	4.0
Northwest Territories						
Below upper secondary	19[E]	25[E]	19	17	17	-1.4
Upper secondary and postsecondary non-tertiary	34	29	30	36	35	0.5
Tertiary	47	46	51	47	48	0.2
Nunavut						
Below upper secondary	45	46	48	42	49	1.0
Upper secondary and postsecondary non-tertiary	28	28	26	29	24	-1.8
Tertiary	26[E]	26	27	28	27	0.1

Table A.1.4

Trends in educational attainment of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014 (concluded)

	Age 55 to 64					
	2005	2010	2011	2013	2014	2005 to 2014
	percent					average annual growth rate[1]
OECD average[2]						
Below upper secondary	43	38	37	..	34	-2.7
Upper secondary and postsecondary non-tertiary	37	40	41	..	41	1.1
Tertiary	20	22	23	..	25	2.7
Canada[3]						
Below upper secondary	25	18	17	16	15	-5.8
Upper secondary and postsecondary non-tertiary	39	40	40	40	40	0.5
Tertiary	36	42	42	45	45	2.4
Newfoundland and Labrador						
Below upper secondary	38	31	30	26	25	-4.6
Upper secondary and postsecondary non-tertiary	40	43	42	47	46	1.5
Tertiary	22	26	28	27	29	3.4
Prince Edward Island						
Below upper secondary	30	23	23	19	19	-5.0
Upper secondary and postsecondary non-tertiary	36	39	36	38	37	0.3
Tertiary	34	38	41	43	44	2.9
Nova Scotia						
Below upper secondary	29	21	20	18	16	-6.2
Upper secondary and postsecondary non-tertiary	35	38	40	38	40	1.4
Tertiary	36	40	39	44	44	2.3
New Brunswick						
Below upper secondary	33	25	28	24	21	-5.1
Upper secondary and postsecondary non-tertiary	35	38	37	38	40	1.3
Tertiary	32	37	36	38	40	2.5
Quebec						
Below upper secondary	32	23	22	21	18	-6.0
Upper secondary and postsecondary non-tertiary	37	42	40	40	42	1.4
Tertiary	31	35	38	39	40	2.8
Ontario						
Below upper secondary	24	16	16	13	13	-6.8
Upper secondary and postsecondary non-tertiary	36	36	37	35	36	0.0
Tertiary	40	48	48	52	51	2.8
Manitoba						
Below upper secondary	27	21	18	18	18	-4.3
Upper secondary and postsecondary non-tertiary	37	39	40	42	40	0.8
Tertiary	36	40	41	40	42	1.7
Saskatchewan						
Below upper secondary	24	19	18	16	16	-4.2
Upper secondary and postsecondary non-tertiary	42	47	48	49	46	1.0
Tertiary	33	35	33	36	37	1.2
Alberta						
Below upper secondary	19	14	14	12	13	-4.4
Upper secondary and postsecondary non-tertiary	43	42	45	45	45	0.3
Tertiary	38	44	41	43	43	1.4
British Columbia						
Below upper secondary	15	12	12	11	11	-3.4
Upper secondary and postsecondary non-tertiary	46	45	46	45	44	-0.4
Tertiary	39	43	43	44	45	1.6
Yukon						
Below upper secondary	18	15[E]	14	15	14	-2.4
Upper secondary and postsecondary non-tertiary	45	39	36	36	38	-1.7
Tertiary	37	46	49	49	47	2.6
Northwest Territories						
Below upper secondary	38[E]	29	25	17[E]	19[E]	-7.5
Upper secondary and postsecondary non-tertiary	24[E]	33	30	37	37	4.6
Tertiary	37[E]	38	45	45	44	1.9
Nunavut						
Below upper secondary	66	45	48	47	51	-2.9
Upper secondary and postsecondary non-tertiary	x	19	16[E]	23	16	x
Tertiary	x	36	36	30[E]	33	x

.. not available for a specific reference period

x suppressed to meet the confidentiality requirements of the *Statistics Act*

[E] use with caution

1. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2005-to-2014 period.
2. The averages and average annual growth rates are from *Education at a Glance 2015: OECD Indicators*, Table A1.4a, Trends in educational attainment, by age group and average annual growth rate (2005-2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance: 2015 OECD Indicators*.

A2 Upper secondary graduation

Context

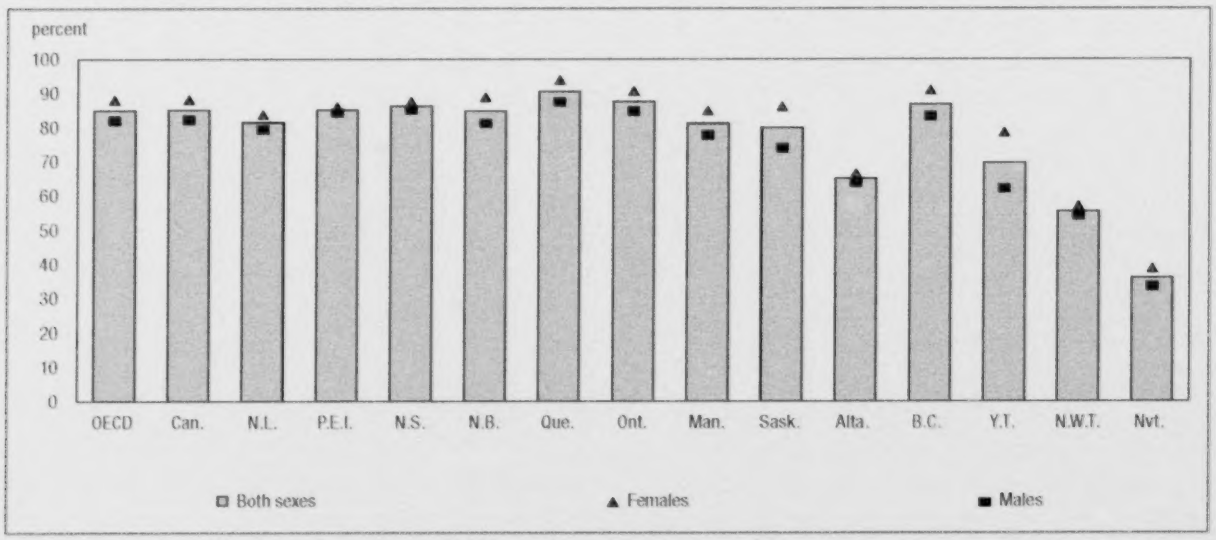
This indicator presents upper secondary school graduation rates. Graduation rates are often seen as a measure of student achievement. A comparison of overall rates gives some information about the extent to which school systems are succeeding in providing students with what is universally recognized as an important educational milestone. Presenting rates by sex reveals whether any gender differences exist; this in turn can signal whether those systems are meeting the needs of both male and female students. The share of graduates under 25 years of age among all graduates is also presented.

Upper secondary graduation is the foundation for further education. It has become an essential milestone for most students and provides economic and social benefits for society. Historically, males had been much more likely to graduate from secondary school; however, that pattern has been reversed for many years in Canada and almost all other OECD member countries. Whether male or female, the value of graduating from high school also extends beyond the academic qualification by giving individuals what is now widely considered the minimum requirement for entry into the labour market.

Another dimension presented by this indicator is the successful completion of upper secondary programmes based on a synthetic cohort for public schools. To a certain extent, this indicator reveals the effectiveness of Canada's various public education systems in producing graduates within the three-year period typically considered by the OECD as the normal duration of an upper secondary education program (on-time graduation). In Canada, this period would be equivalent to Grades 10 to 12, or, in Quebec, Grades 9 to 11.

Observations

Chart A.2.1
Upper secondary graduation rates, by sex, 2012



Note: The most recent data available for Canada and jurisdictions are for 2012, reflecting reports for the 2011/2012 academic year. The reference year for the OECD average is 2013.
Source: Table A.2.1.

Upper secondary graduation rates

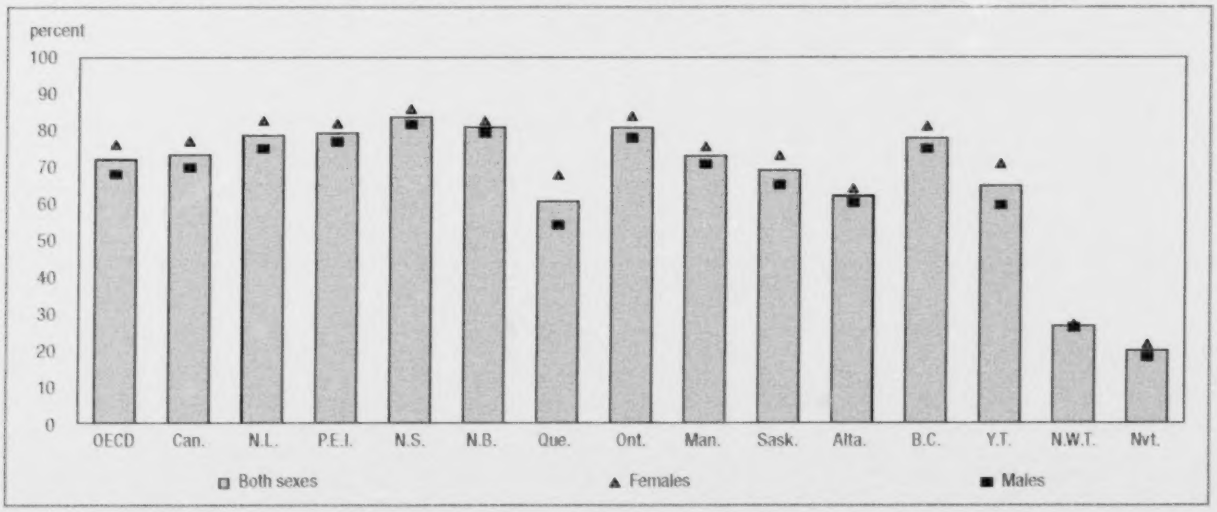
- Canada's high school ("upper secondary") graduation rate was 85% in 2012.[1] The majority of other OECD member countries reported graduation rates of at least 80%, and the latest OECD average was also 85%.

Graduation rates higher for females

- In Canada in 2012, the graduation rate for females was higher (88%) than that for males (82%), and is the same as the OECD female and male averages.

Successful completion of upper secondary programmes

Chart A.2.2
Successful completion of upper secondary programmes in public schools, 16- to 19-year-olds, by sex, 2012



Notes: 15- to 18-year-olds in Quebec. The most recent data available for Canada and jurisdictions are for 2012, reflecting reports for the 2011/2012 academic year. The OECD average was not produced for *Education at a Glance 2015: OECD Indicators*, and as a result the average from the previous year's *Education at a Glance* (2014) is included as a reference.
Source: Table A.2.2.

- Close to three quarters of students (73%) complete high school within the three-year period typically covered by upper secondary education. The average "on-time" graduation rate for OECD countries was 72%.[2]
- The proportion of students who completed their education in the expected time varied considerably across the country: from 20% in Nunavut to 84% in Nova Scotia.
- The successful on-time completion of upper secondary programmes was higher for females than for their male counterparts in all provinces and territories. For the provinces, the lowest female-male gap was in the Northwest Territories at 1 percentage point while the highest was in Quebec at 14 percentage points. At the Canada level the difference was 7 percentage points.

1. This rate reports on high school graduates, during a given year, from public, private, and First Nations band-operated schools as a proportion of the population of the corresponding age—a "population-based graduation rate". It provides an estimation of the probability that an individual will graduate from high school during his or her lifetime.
2. These successful completion rates were calculated using a proxy cohort-based methodology. See the "Definition, data sources and methodology" section for this indicator. The OECD average was not produced for *Education at a Glance 2015: OECD Indicators*, and as a result the average from the previous year's *Education at a Glance* (2014) is included as a reference.

Definitions, sources and methodology

This indicator presents net upper secondary graduation rates without duplication (i.e., first-time graduates) by sex. It also presents successful completion of upper secondary programmes of a proxy cohort in public schools.

Upper secondary graduation rates

These rates are an estimation of the probability that an individual will graduate from high school during his or her lifetime, assuming that current conditions related to graduation all remain the same.[3]

Upper secondary graduation rates are the sum of graduation rates by age, and the latter are obtained by dividing graduates of a specific age by the population of the corresponding specific age. *Rates without duplication* only count individuals who had obtained, during a given year, a diploma at this level for the first time.[4] In general, a graduate of upper secondary education is considered to have successfully completed the last year of education at this level, regardless of his or her age.

All data for Canada reflect the 2011/2012 school year; the OECD averages reflect 2012/2013. Information for Canada was drawn from the Elementary-Secondary Education Survey (ESES), an administrative survey that collects data for public and private educational institutions from the provincial and territorial ministries/departments of education.[5] To ensure comparability with other OECD countries, Statistics Canada added, for all provinces and territories (except Ontario and Nova Scotia, for which data were estimated), the number of 2011/2012 graduates from private schools provided by provinces and territories at ESES collection. The number of graduates from First Nations band-operated schools (these data were obtained from Indigenous and Northern Affairs Canada), were also added to the number of public and private school graduates and included in the calculation of the upper secondary graduation rates presented.

Please note that Manitoba graduates from Adult Learning Centres in the province are not included in the graduation rate calculation. As well, data on graduations in Saskatchewan for 2011-2012 does not include General Education Development (GED) credentials.

Population estimates used in the denominator of the graduation rate calculation cover the entire population, including Aboriginal people, as of January 1, 2012.

Successful completion of upper secondary programmes in public schools

An adjusted proxy cohort for examination of the successful completion of upper secondary programmes has been developed for public schools (as per the scope of the ESES data collection) for Canada and the jurisdictions. It was calculated by dividing the number of 16- to 19-year-old graduates (15- to 18-year-olds in Quebec) in 2011/2012 by the number of Grade 10 (3e secondaire in Quebec) enrolments recorded three years earlier (i.e., in 2009/2010). This ratio has been adjusted to take into account deaths and interprovincial and international migration factors.

The adjustment factor is generated by dividing the 14- to 15-year-old population in 2009 (which represents the Grade 10 students) by the 17- to 18-year-old population in 2012 (which represents the Grade 10 students who graduated three years later). For Canada, where there is more in-migration than out-migration, the adjustment factor is below 100%. If this adjustment is not made, the inclusion of recent in-migrants who were not part of the original Grade 10 cohort would result in an overestimation of the number of graduates that were part of the original universe (the 2009 Grade 10 enrolments). This adjustment implicitly assumes that graduation rates of recent immigrants are identical to graduation rates of those in the original cohort.

3. The methodology used to produce the numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; consequently, the numbers in this report may differ from those published by the provinces/territories.
4. In Canada, data on high school graduation is collected through the Elementary-Secondary Education Survey, which collects information on individuals who graduated at this level for the first time (unduplicated counts).
5. Data on graduations from some secondary programs are not uniformly available across the provinces/territories, and general education development (GED) credentials, adult basic upgrading and education, and graduation from adult school, which take place outside regular secondary school programs, are, in most instances, not included.

Other possible flows in and out of the public school system between enrolment in Grade 10 and graduation at the end of Grade 12 may exist; for example, movement between public and private schools. Such possibilities could not be taken into consideration, however, as the appropriate data that would be needed to estimate such flows are not available at this time.

International data collection

The international figures used by the OECD are obtained from the UOE collection of statistical data on education, carried out jointly by three international organizations (UNESCO, the OECD, and Eurostat), and conducted in 2014 by the OECD.

Note: The corresponding OECD indicator is A2, *How many students are expected to complete upper secondary education?*

Table A.2.1
Upper secondary graduation rates[1], by sex, Canada, provinces and territories, 2012

	Total (unduplicated)			
	Both sexes, all ages[2]	Males, all ages	Females, all ages	Share of graduates < 25 years old[3]
	percent			
OECD average[4,5]	85	82	88	97
Canada[5]	85	82	88	95
Newfoundland and Labrador	81	79	84	98
Prince Edward Island	85	84	86	100
Nova Scotia	86	85	88	100
New Brunswick	85	81	89	100
Quebec	91	87	94	85
Ontario	88	85	91	97
Manitoba[6]	81	78	85	99
Saskatchewan[6]	80	74	86	99
Alberta	65	64	66	99
British Columbia	87	83	91	96
Yukon	70	62	78	100
Northwest Territories	55	54	57	94
Nunavut	36	34	39	99

1. All graduation rates in this table are calculated according to the "net" methodology (see the "Definitions, sources and methodology" section in Indicator A2 for more details).
2. The sum of graduation rates by age, which are obtained by dividing graduates of a specific age by the population of the corresponding specific age.
3. Share of graduates under 25 years of age among the total population of graduates.
4. These averages are from *Education at a Glance 2015: OECD Indicators*, Table A2.1, Upper secondary and post-secondary non-tertiary graduation rates (2013) and Table A2.2, Profile of upper secondary graduates from general and vocational programmes (2013), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The estimates submitted to the OECD for its 2015 report are for 2012; they reflect the 2011/2012 academic year and are included in the OECD's average figures for 2013.
6. For further information about inclusions and exclusions, please refer to "Definitions, sources and methodology" section for more details.

Note: The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES); Indigenous and Northern Affairs Canada (INAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table A.2.2
Successful completion[1] of upper secondary programmes in public schools, 16- to 19-year-olds,[2] by sex, Canada, provinces and territories, 2012

	Both sexes	Females	Males
	percent		
OECD[3]	72	76	68
Canada	73	77	70
Newfoundland and Labrador	79	83	75
Prince Edward Island	79	82	77
Nova Scotia	84	86	82
New Brunswick	81	83	79
Quebec[4]	61	68	54
Ontario	81	84	78
Manitoba	73	75	71
Saskatchewan	69	73	65
Alberta	62	64	60
British Columbia	78	81	75
Yukon	65	71	59
Northwest Territories	26	27	26
Nunavut	20	21	18

1. The proxy cohort rate is calculated by Statistics Canada using 2009/2010 Grade 10 ("Secondaire 3" in Quebec) enrolments and 16- to 19-year-olds (15- to 18-year-olds in Quebec) graduates data in 2011/2012. The methodology used to produce numbers for Canada and the provinces/territories may differ from that used in a particular province/territory; as a result, the numbers in this table may differ from those published by the provinces/territories.
2. 15- to 18-year-olds in Quebec.
3. These averages are from *Education at a Glance 2014: OECD Indicators*, Table A2.4, Successful completion of upper secondary programmes, by gender and programme orientation. Seventeen countries reported for this indicator; the OECD reports a "countries average" not the typical "OECD average". Please see the OECD's Web site at www.oecd.org.
4. As enrolments and graduates from non-public institutions (e.g. private schools, publicly funded independent schools) are not included in these calculations, these rates should not be interpreted as the total successful completion of all upper secondary programs.

Sources: Statistics Canada, Elementary-Secondary Education Survey (ESES), Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*.

A3 Labour market outcomes

Context

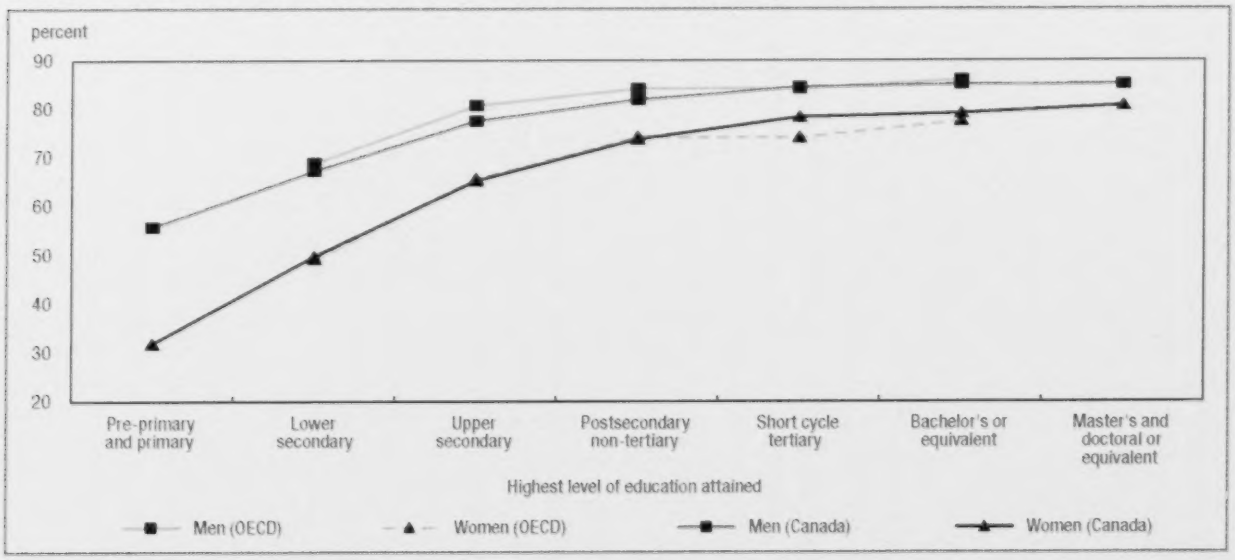
This indicator examines the connection between educational attainment and the labour market by looking at employment rates among the adult population aged 25 to 64. This relationship is explored by sex and by age group (25 to 34 and 55 to 64). Trends in employment rates by educational attainment are also presented. Educational attainment reflects the highest level of education successfully completed, based on the International Standard Classification of Education (ISCED) categories.[1]

One of the main objectives of education systems is to prepare individuals so they can participate in a knowledge-oriented economy and society. Job prospects and employment rates are generally better for those individuals with higher education.

Observations

Employment rates by attainment

Chart A.3.1
Employment rates of 25- to 64-year-olds, by highest level of education attained and sex, 2014

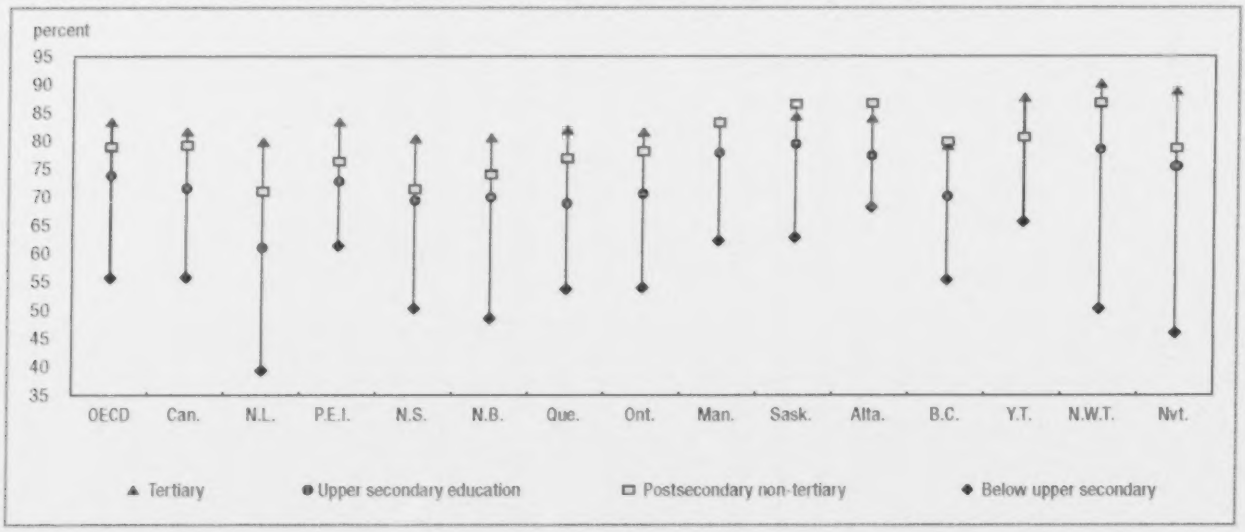


Source: Table A.3.1.

- Employment rates rose with levels of educational attainment both in Canada and at the OECD average.
- In Canada and for the OECD average, women had consistently lower employment rates than men.
- This gender gap in employment rates was largest (around 24 percentage points) among those with the least education and smallest (around 6 percentage points) among the men and women with a college or university credential.

1. See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Chart A.3.2
Employment rates of the 25- to 64-year-old population, by highest level of education attained, 2014



Sources: Table A.3.1 and A.3.2.

- Employment rates also rose with levels of educational attainment across all provinces and territories. However, the magnitude and the nature of the educational advantage varied among the jurisdictions.
- In general, the size of the differences in employment rates associated with educational attainment were less pronounced in the west compared with the east.
- Although tertiary graduates generally had the highest employment rates in 2014, this was not true in Saskatchewan and Alberta, where those with post-secondary non-tertiary (trade certificates, vocational diplomas, or apprenticeship training)[2] had the highest employment rates.

Definitions, sources and methodology

This indicator, labour market outcomes, examines the relationship between educational attainment and the employment rates of 25- to 64-year-olds, overall, by sex, and by age group. It also provides insight into how this relationship has evolved over time.

The employment rate represents the percentage of employed people in this population. To calculate the employment rate for a group with a particular level of educational attainment, the number of employed persons with the particular level of educational attainment is divided by the total number of persons in the population aged 25 to 64 who have attained that education level and then multiplying this quotient by 100.

The concepts and definitions of "employment" and "unemployment" adopted by the Labour Force Survey (LFS) are based on those endorsed by the International Labour Organisation (ILO). Employed persons are those who, during the reference week: (1) did any work at all at a job or business, that is, paid work in the context of an employer-employee relationship, or self-employment. It also includes unpaid family work, which is defined as unpaid work contributing directly to the operation of a farm, business or professional practice owned and operated by a related member of the same household; or (2) had a job but were not at work due to factors such as own illness or disability, personal or family responsibilities, vacation, labour dispute or other reasons (excluding persons on layoff, between casual jobs, and those with a job to start at a future date). The education level is measured according to the highest level of schooling completed.

2. For more information on the Labour Force Survey (LFS) educational attainment categories and the international classification scheme, see "Mapping to ISCED" in this report's Notes to readers section.

The 2014 data for Canada and its provinces and territories were drawn from the Labour Force Survey (LFS), which surveys approximately 56,000 households every month.[3] The LFS excludes the following from the scope of the survey: individuals who live on reserves or in other Aboriginal settlements in the provinces, full-time members of the Canadian Forces and institutional residents. The LFS employment rate is based on a monthly average from January to December. Figures from the Organisation for Economic Co-operation and Development (OECD) are those reported by the OECD, and they are extracted from the OECD and Eurostat databases compiled from national labour force surveys for the OECD member countries.

Adjustments to LFS data

Adjusting estimates for population changes - Adjustments are also made to LFS data every five years after new population estimates become available following the most recent census. At that time, all LFS data back to the previous census is re-weighted using the new population estimates (since the new population estimates will cover the inter-censal period between the two most recent censuses), and all corresponding historical LFS estimates are revised.

Therefore, at the beginning of 2015, all estimates were adjusted to reflect 2011 Census population counts and LFS estimates have been revised back to January 2001. Also, Census metropolitan areas (CMAs), Economic regions (ERs) and Census agglomerations are based on 2011 Census boundaries rather than 2006 boundaries. These and other changes are described in the research paper The 2015 Revisions of the Labour Force Survey (LFS), Catalogue no. 71F0031XWE201501.

Note: The corresponding OECD indicator is A5, *How does educational attainment affect participation in the labour market?*.

3. The LFS sample size has varied over the years, but the survey typically covers approximately 56,000 households. For more information, see, *Guide to the Labour Force Survey*, Statistics Catalogue no. 71-543-G.

Table A.3.1
Employment rates[1] of 25- to 64-year-olds, by highest level of education attained and sex, Canada, provinces and territories, 2014

	Pre-primary and primary	Lower secondary	Upper secondary education	Post-secondary non-tertiary[2]	Short cycle tertiary	Bachelor's level or equivalent	Master's and doctoral levels or equivalent	All levels of education
				percent				
OECD averages[3]								
Both sexes	..	59	74	79	79	82	..	73
Men	..	69	81	84	84	86	..	80
Women	..	49	66	74	74	78	..	66
Canada[4]								
Both sexes	45	60	72	79	81	82	83	76
Men	56	67	78	82	85	85	85	80
Women	32	50	65	74	78	79	81	72
Newfoundland and Labrador								
Both sexes	31	44	61	71	77	82	84	68
Men	33	50	67	73	81	85	85	71
Women	28	38	55	67	74	80	83	65
Prince Edward Island								
Both sexes	48	66	73	76	83	84	85	77
Men	56	69	77	81	87	84	88	79
Women	29[E]	61	68	66	80	83	83	75
Nova Scotia								
Both sexes	39	54	69	71	79	81	84	73
Men	44	61	74	74	80	84	85	75
Women	28[E]	43	64	67	78	79	83	71
New Brunswick								
Both sexes	38	54	70	74	79	82	82	73
Men	44	57	75	74	82	85	83	75
Women	24	49	65	75	77	81	81	71
Quebec								
Both sexes	43	59	69	77	82	82	82	75
Men	52	66	75	78	83	83	82	77
Women	30	51	63	75	81	81	82	73
Ontario								
Both sexes	46	57	71	78	81	81	83	76
Men	61	64	76	82	85	85	85	80
Women	31	48	65	69	78	78	81	72
Manitoba								
Both sexes	52	65	78	83	82	85	85	79
Men	67	77	84	86	87	87	88	84
Women	33	49	71	78	79	83	82	74
Saskatchewan								
Both sexes	46	67	79	87	82	86	85	81
Men	61	76	85	90	90	90	87	86
Women	25[E]	50	73	80	79	83	83	76
Alberta								
Both sexes	59	70	77	87	83	84	85	81
Men	73	80	85	89	90	89	90	87
Women	42	57	69	78	79	80	81	74
British Columbia								
Both sexes	41	59	70	80	78	79	82	75
Men	46	67	76	82	82	83	86	79
Women	37	49	64	74	76	75	78	71
Yukon								
Both sexes	x	67	81	81	88	86	90	83
Men	x	74	80	85	88	88	87	83
Women	x	59	81	63	89	84	91	83
Northwest Territories								
Both sexes	49[E]	51	78	87	88	91	95	80
Men	51	52	85	88	95	94	99	83
Women	44[E]	50	74	82	83	89	91	77
Nunavut								
Both sexes	41	48	75	79	82	97	97	65
Men	40	48	75	79	86	97	99	64
Women	41	49	76	78	79	98	94	66

.. not available for a specific reference period
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
1. Number of 25- to 64-year-olds in employment as a percentage of the population aged 25 to 64.
2. Trade certificates or diplomas from a vocational school or apprenticeship training.
3. These averages are from *Education at a Glance 2015: OECD Indicators*, Table A5.1a, Employment rates, by educational attainment (2014), and Table A5.1b, Employment rates, by educational attainment and gender (2014), which present the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table A.3.2

Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014

	Age 25 to 64					
	2005	2010	2011	2013	2014	2005 to 2014
			percent			average annual growth rate[2]
OECD average[3]						
Below upper secondary	56	55	55	..	56	-0.2
Upper secondary and postsecondary non-tertiary	75	74	74	..	74	-0.2
Tertiary	84	83	83	..	83	-0.1
Canada[4]						
Below upper secondary	56	55	55	56	56	-0.1
Upper secondary and postsecondary non-tertiary	76	74	74	75	74	-0.4
Tertiary	82	81	82	82	82	-0.1
Newfoundland and Labrador						
Below upper secondary	36	38	41	43	39	0.9
Upper secondary and postsecondary non-tertiary	64	64	65	67	66	0.3
Tertiary	77	76	79	80	80	0.4
Prince Edward Island						
Below upper secondary	60	54	56	59	61	0.3
Upper secondary and postsecondary non-tertiary	72	71	71	74	74	0.2
Tertiary	83	82	82	83	83	0.1
Nova Scotia						
Below upper secondary	50	51	54	53	50	0.1
Upper secondary and postsecondary non-tertiary	73	70	70	71	70	-0.5
Tertiary	80	81	80	81	80	0.1
New Brunswick						
Below upper secondary	46	51	47	48	49	0.6
Upper secondary and postsecondary non-tertiary	72	71	70	71	71	-0.1
Tertiary	80	81	82	81	80	0.0
Quebec						
Below upper secondary	52	54	53	54	54	0.3
Upper secondary and postsecondary non-tertiary	74	72	73	74	73	-0.2
Tertiary	81	82	82	82	82	0.1
Ontario						
Below upper secondary	58	53	54	55	54	-0.9
Upper secondary and postsecondary non-tertiary	77	73	73	72	72	-0.7
Tertiary	83	81	81	82	82	-0.2
Manitoba						
Below upper secondary	63	64	63	63	62	-0.1
Upper secondary and postsecondary non-tertiary	81	81	79	80	79	-0.2
Tertiary	86	85	85	84	83	-0.3
Saskatchewan						
Below upper secondary	63	65	64	63	63	0.0
Upper secondary and postsecondary non-tertiary	82	82	82	82	82	0.0
Tertiary	85	86	85	85	84	-0.1
Alberta						
Below upper secondary	68	65	66	68	68	0.0
Upper secondary and postsecondary non-tertiary	82	80	80	82	80	-0.3
Tertiary	84	82	84	84	84	0.0
British Columbia						
Below upper secondary	59	57	55	57	55	-0.7
Upper secondary and postsecondary non-tertiary	75	74	73	73	73	-0.3
Tertiary	80	79	79	79	79	-0.1
Yukon						
Below upper secondary	56	52	58	64	66	1.7
Upper secondary and postsecondary non-tertiary	83	76	82	80	81	-0.4
Tertiary	88	85	88	86	88	0.0
Northwest Territories						
Below upper secondary	62	48	58	58	50	-2.4
Upper secondary and postsecondary non-tertiary	87	88	85	81	82	-0.7
Tertiary	92	90	91	90	90	-0.3
Nunavut						
Below upper secondary	46	52	52	48	46	-0.1
Upper secondary and postsecondary non-tertiary	78	71	72	81	76	-0.2
Tertiary	93	89	86	89	89	-0.5

Table A.3.2

Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014 (continued)

	Age 25 to 34					
	2005	2010	2011	2013	2014	2005 to 2014
			percent			average annual growth rate[2]
OECD average[3]						
Below upper secondary	61	57	58	..	57	0.1
Upper secondary and postsecondary non-tertiary	77	76	76	..	75	0.0
Tertiary	85	83	82	..	82	-0.3
Canada[4]						
Below upper secondary	62	58	59	58	57	-0.9
Upper secondary and postsecondary non-tertiary	80	77	78	78	77	-0.4
Tertiary	85	84	84	84	85	0.0
Newfoundland and Labrador						
Below upper secondary	39	42	46	32[E]	40	0.4
Upper secondary and postsecondary non-tertiary	65	67	68	72	72	1.0
Tertiary	79	80	85	85	86	0.9
Prince Edward Island						
Below upper secondary	62	55	67	53	56	-1.1
Upper secondary and postsecondary non-tertiary	76	72	72	73	77	0.1
Tertiary	88	83	85	87	86	-0.3
Nova Scotia						
Below upper secondary	55	52	55	55	50	-0.9
Upper secondary and postsecondary non-tertiary	77	72	72	76	72	-0.7
Tertiary	85	85	84	84	87	0.2
New Brunswick						
Below upper secondary	46	48	44	46	45	-0.2
Upper secondary and postsecondary non-tertiary	76	71	72	71	72	-0.6
Tertiary	87	87	87	86	86	-0.2
Quebec						
Below upper secondary	59	60	60	59	55	-0.8
Upper secondary and postsecondary non-tertiary	79	78	80	80	78	-0.2
Tertiary	84	85	85	84	84	0.0
Ontario						
Below upper secondary	63	53	56	55	55	-1.4
Upper secondary and postsecondary non-tertiary	80	75	74	74	73	-1.1
Tertiary	85	84	83	84	84	-0.1
Manitoba						
Below upper secondary	59	59	61	58	54	-0.9
Upper secondary and postsecondary non-tertiary	81	82	82	80	80	-0.1
Tertiary	89	86	86	86	87	-0.2
Saskatchewan						
Below upper secondary	61	63	61	57	57	-0.7
Upper secondary and postsecondary non-tertiary	81	82	83	82	84	0.4
Tertiary	87	88	86	87	87	0.0
Alberta						
Below upper secondary	73	64	68	65	67	-0.8
Upper secondary and postsecondary non-tertiary	84	81	82	83	81	-0.4
Tertiary	85	84	85	86	86	0.2
British Columbia						
Below upper secondary	67	61	60	59	58	-1.6
Upper secondary and postsecondary non-tertiary	79	78	78	78	79	-0.1
Tertiary	84	81	81	83	83	-0.2
Yukon						
Below upper secondary	x	51[E]	54	54	58	x
Upper secondary and postsecondary non-tertiary	81	76	82	80	82	0.1
Tertiary	91	84	88	86	90	-0.2
Northwest Territories						
Below upper secondary	58	41	43	58	41	-3.8
Upper secondary and postsecondary non-tertiary	88	87	81	81	80	-1.0
Tertiary	90	92	93	87	91	0.0
Nunavut						
Below upper secondary	41	44	44	50	39	-0.5
Upper secondary and postsecondary non-tertiary	78	70	70	76	68	-1.5
Tertiary	89	93	86	91	86	-0.4

Table A.3.2
Trends in employment rates[1] of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds, by highest level of education attained, Canada, provinces and territories, 2005, 2010, 2011, 2013 and 2014 (concluded)

	Age 55 to 64					
	2005	2010	2011	2013	2014	2005 to 2014
	percent					average annual growth rate[2]
OECD average[3]						
Below upper secondary	38	41	41	..	43	1.3
Upper secondary and postsecondary non-tertiary	50	53	54	..	56	1.3
Tertiary	65	67	67	..	69	0.7
Canada[4]						
Below upper secondary	41	43	43	47	48	1.9
Upper secondary and postsecondary non-tertiary	57	58	58	60	59	0.5
Tertiary	62	65	65	65	65	0.5
Newfoundland and Labrador						
Below upper secondary	26	31	34	38	33	2.7
Upper secondary and postsecondary non-tertiary	43	45	47	53	51	1.9
Tertiary	50	48	55	52	54	0.9
Prince Edward Island						
Below upper secondary	49	43	46	57	57	1.6
Upper secondary and postsecondary non-tertiary	56	59	59	66	63	1.3
Tertiary	58	63	63	67	68	1.8
Nova Scotia						
Below upper secondary	35	40	40	44	41	1.8
Upper secondary and postsecondary non-tertiary	51	55	54	55	58	1.6
Tertiary	54	61	62	65	60	1.2
New Brunswick						
Below upper secondary	33	40	38	40	42	2.8
Upper secondary and postsecondary non-tertiary	51	55	55	59	59	1.7
Tertiary	52	58	58	60	61	1.7
Quebec						
Below upper secondary	36	40	40	44	47	3.1
Upper secondary and postsecondary non-tertiary	51	52	53	56	55	0.9
Tertiary	55	59	60	62	62	1.2
Ontario						
Below upper secondary	44	41	43	46	47	0.8
Upper secondary and postsecondary non-tertiary	59	59	59	59	59	0.1
Tertiary	65	67	66	66	67	0.4
Manitoba						
Below upper secondary	51	56	54	59	61	1.9
Upper secondary and postsecondary non-tertiary	63	66	65	67	66	0.6
Tertiary	66	70	70	67	65	-0.2
Saskatchewan						
Below upper secondary	51	59	57	59	59	1.7
Upper secondary and postsecondary non-tertiary	62	70	70	72	72	1.6
Tertiary	69	73	71	72	69	0.0
Alberta						
Below upper secondary	54	55	53	58	61	1.3
Upper secondary and postsecondary non-tertiary	68	65	69	71	69	0.1
Tertiary	71	72	72	72	72	0.1
British Columbia						
Below upper secondary	39	45	41	49	46	1.9
Upper secondary and postsecondary non-tertiary	57	58	57	58	57	0.0
Tertiary	62	63	65	63	63	0.2
Yukon						
Below upper secondary	43[!]	48	55	61	55	2.6
Upper secondary and postsecondary non-tertiary	75	66	77	68	67	-1.2
Tertiary	74	77	76	73	77	0.4
Northwest Territories						
Below upper secondary	58	48	63	54[!]	44[!]	-3.0
Upper secondary and postsecondary non-tertiary	77	80	84	69	69	-1.2
Tertiary	87	82	87	85	82	-0.6
Nunavut						
Below upper secondary	37	49	49	38	44	2.0
Upper secondary and postsecondary non-tertiary	x	79	87	84	82	x
Tertiary	x	92	90	88	92	x

.. not available for a specific reference period
0 true zero or a value rounded to zero
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[!] use with caution
1. Number of 25- to 64-year-olds, 25- to 34-year-olds and 55- to 64-year-olds in employment as a percentage of the populations aged 25 to 64, 25 to 34 and 55 to 64, respectively.
2. The average annual growth rates for Canada, the provinces and territories were calculated using unrounded data for all years in the 2005 to 2014 period.
3. These averages are from *Education at a Glance 2015: OECD Indicators*, Table A5.3a, Trends in employment rates, by educational attainment and age group (2005-2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Chapter B

Financial resources invested in education

B1 Expenditure per student

Context

This indicator provides information on the investment, from all sources, in each student in public and private institutions at several levels of education. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B3 and D2), pension systems, teaching and instructional hours (see Indicator D1), the cost of teaching materials and facilities, the program provided (e.g., general or vocational), and the number of students enrolled in the education system. Policies to attract new teachers or to reduce average class size or change staffing patterns have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

Effective schools require the right combination of trained and talented personnel, appropriate curriculum, adequate facilities and motivated students who are ready to learn. The demand for high quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. Although it is difficult to assess the optimal volume of resources needed to prepare each student for life and work in modern societies, international comparisons of spending by educational institutions per student can provide useful reference points.

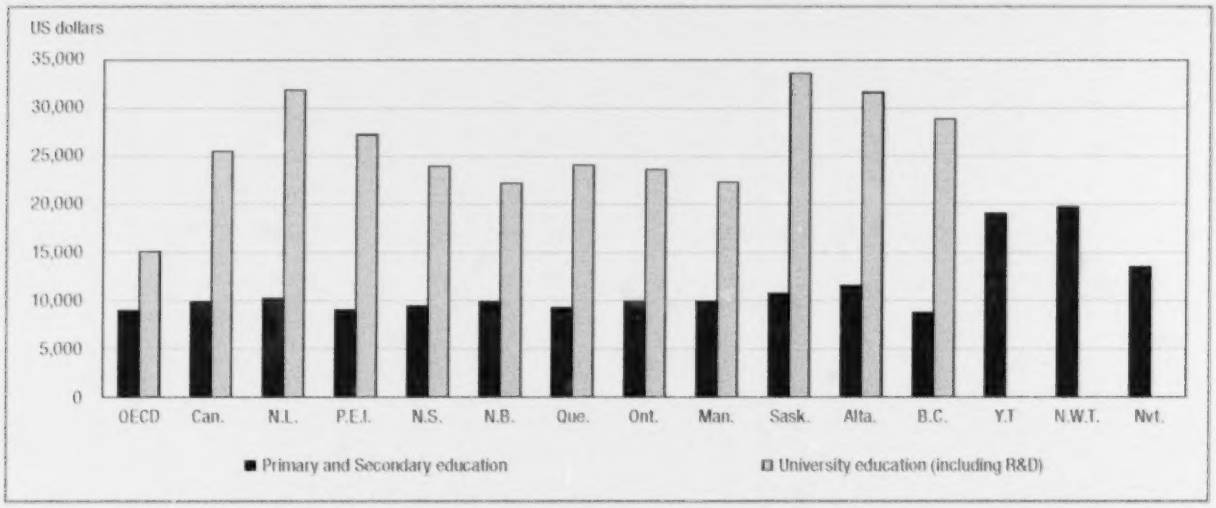
Policy-makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. In addition, decisions regarding the allocation of funds among the various levels of education are key. For example, certain provinces and territories emphasize broad access to higher education and some invest in near universal education for children as young as 3 or 4 years of age.

The indicator shows direct public and private expenditure by educational institutions[1] in relation to the number of full-time equivalent students enrolled. Note that variations in expenditure by educational institutions per student may reflect not only variations in the resources provided to students (e.g., variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.[2]

1. This indicator (B1) presents "expenditure *by* educational institutions", as data are collected by type of institution. Indicator B2 uses the term "expenditure *on* educational institutions", as the financial data are collected by source of funds, type of transaction, and level of education. As the two sources are not the same, the totals may differ.
2. In *Education at a Glance 2015*, the OECD publishes figures that have been adjusted for cost-of-living differences between countries using purchasing power parities (PPP). In this Canadian report, two sets of figures are published for Canada, the provinces and the territories: one in Canadian dollars; the second in US dollars after PPP conversion of the Canadian dollar. No PPP conversion to adjust for cost-of-living differences between provinces and territories was made.

Observations

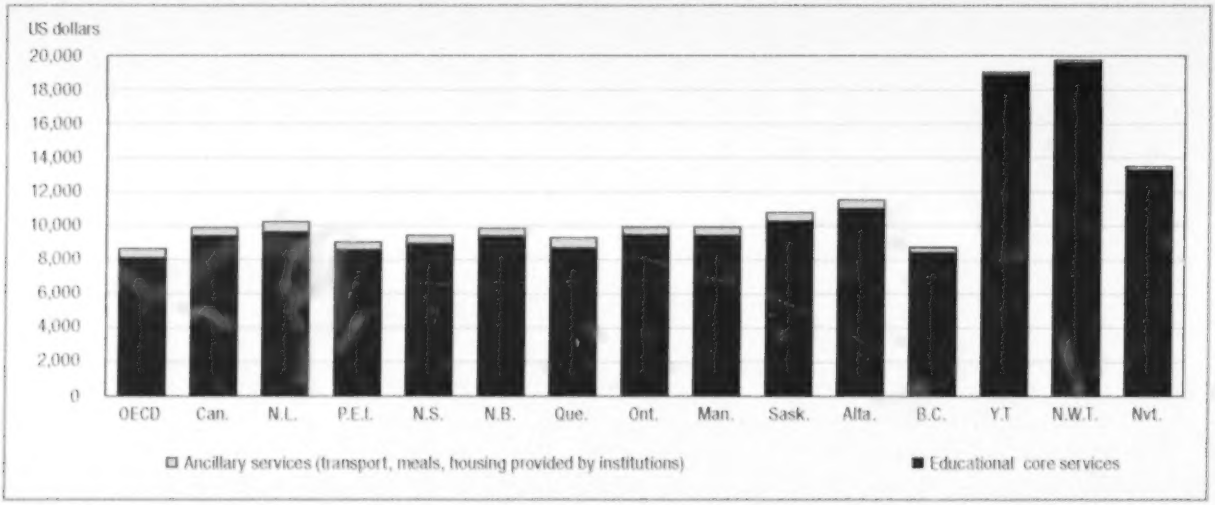
Chart B.1.1
Annual expenditure by educational institutions per student for all services, primary, secondary and university education, 2011/2012



Note: Refer to source table Table B.1.1.2 for methodological notes.
Source: Table B.1.1.2

- Expenditure per student for primary/secondary education in Canada, the provinces and at the OECD average was similar. However spending in the territories for primary/secondary education was somewhat higher, particularly in Yukon and the Northwest Territories.
- University expenditure per student in Canada was substantially higher in all provinces when compared with spending per student at the primary/secondary level. At $25,503, Canada's figure was almost 70% higher than the OECD average of $15,111.

Chart B.1.2
Annual expenditure by educational institutions per student in primary and secondary education, by type of services, 2011/2012



Note: Refer to source table Table B.1.2.2 for methodological notes.
Source: Table B.1.2.2.

- For primary/secondary levels, core educational services represented the bulk of expenditure per student in Canada, across provinces and territories, ranging from 94% for the Quebec and Newfoundland and Labrador, to 99% in Yukon and Northwest Territories. The corresponding OECD average[3] was similar at 94% of total expenditures on education.

Definitions, sources and methodology

Data refer to the 2011/2012 financial year and are for the elementary and secondary levels and for the university sector. A method is being developed to estimate this indicator for college as well. The OECD figures are from the UOE data collection on education statistics, administered by the OECD in 2014.[4]

Expenditure by educational institutions per student at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programs for which both enrolment and expenditure data are available are taken into account. In accordance with the OECD definition provided in the data collection manual, debt servicing expenditure is excluded.

Financial data for elementary and secondary school levels are based on five Statistics Canada surveys: the Survey of Uniform Financial System – School Boards (this is the largest source of expenditure reporting); the Elementary-Secondary Education Survey (ESES); the Survey of Federal Government Expenditures in Support of Education (most of which is for the education of First Nations students); the Survey of Financial Statistics of Private Elementary and Secondary Schools; and the Provincial Expenditures on Education in Reform and Correctional Institutions survey. The last two are inactive, but the figures are estimated based on data from previous years.

Enrolment data for elementary and secondary school levels are the sum of enrolment in public and private schools (ESES) and enrolment in First Nations band-operated schools (Indigenous and Northern Affairs Canada). Enrolment corresponding to the 2011/2012 financial year was obtained using 5/12 of the enrolment for the 2010/2011 school year and 7/12 of the enrolment for the 2011/2012 school year.

3. This OECD average was calculated using only countries that contributed a value for both core and ancillary spending.
4. For more information, see Annex 3 of *Education at a Glance 2015: OECD Indicators*, available on the OECD Web site: www.oecd.org.

In Quebec, vocational training and general education for adults are included at the secondary level. Given that a significant number of these enrolments are part time, the headcounts were adjusted to full-time equivalent enrolments using a ratio last calculated in the 2009/2010 school year. Saskatchewan and British Columbia also report some general education for adults at the secondary level, but the headcount was deemed to be so close to the full-time equivalent value, that unadjusted headcount was used for this indicator.

For the university sector, the financial data were drawn from the Financial Information of Universities and Colleges Survey (FIUC), done in conjunction with the Canadian Association of University Business Officers (CAUBO), and the Survey of Federal Government Expenditures in Support of Education. The enrolment figures come from the Postsecondary Student Information System (PSIS); figures for the 2010/2011 and 2011/2012 academic years were used. Enrolment was first converted into full-time equivalents (i.e., the number of part-time students was divided by 3.5). Then the two academic years were weighted to correspond to the 2011/2012 financial year (April 2011 to March 2012) by applying 5/12 of the first and 7/12 of the second.

In addition, for the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditure for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs. In order to be consistent, enrolment for these additional programs have also been retained in the analysis. In 2010/2011 these programs made up less than 1% of full time equivalent enrolments in all provinces except for Alberta and British Columbia, where they accounted for approximately 2% and 12%, respectively. British Columbia results should be interpreted with this context. Enrolments for non-program courses (i.e. programs that do not result in a credential) were excluded.

For comparison with the OECD, expenditure in Canadian currency was converted into equivalent US dollars by dividing the national currency figure by the purchasing power parity (PPP) index for the gross domestic product (GDP). The value of 1.24 (for the calendar year 2011) was used. The PPP index was used because the market exchange rate is affected by many factors (interest rates, trade policies, economic growth forecasts, etc.) that have little to do with current relative domestic purchasing power in different OECD countries. Expenditure data are not adjusted for the differences in the cost of living across the provinces and territories.

Educational core services are the expenditure portion that covers the real mission of educational institutions, which is to provide education. There are also expenditures on ancillary services, which have two main components: student welfare services (transportation, lodging and meals) and services for the general public (museums, radio and cultural programs). In the university sector, ancillary services typically include bookstores, food services (dining hall, cafeterias and vending machines), residences and housing, parking, university press publishing, laundry services, property rentals, university facility rentals, theaters, and conference centers.

Education expenditure at the tertiary level also includes expenditure on research and development, such as subsidies received by the institution for research projects and an estimate of the proportion of other current expenditures allocated to research and development.

The OECD average is calculated as the average of all OECD countries for which data are available.

Note: The corresponding OECD indicator is B1, *How much is spent per student?*.

Table B.1.1.1

Annual expenditure by educational institutions per student, for all services, by educational level, Canadian dollars, Canada, provinces and territories, 2011/2012

	Pre-primary, primary, lower secondary, upper secondary	Bachelor's, master's, or doctoral levels, or equivalent including R&D[1]
	Canadian dollars	
Canada	12,233	31,624
Newfoundland and Labrador	12,684	39,608
Prince Edward Island	11,194	33,804
Nova Scotia	11,703	29,708
New Brunswick	12,201	27,522
Quebec	11,511	29,886
Ontario	12,289	29,295
Manitoba	12,267	27,619
Saskatchewan	13,344	41,696
Alberta	14,298	39,256
British Columbia	10,827	35,838
Yukon	23,603	...
Northwest Territories	24,465	...
Nunavut	16,731	...

... not applicable

1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS).

Table B.1.1.2

Annual expenditure by educational institutions per student, for all services, by educational level, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2011/2012

	Pre-primary, primary, lower secondary, upper secondary	Bachelor's, master's, or doctoral levels, or equivalent including R&D[1]
	US dollars	
OECD average[2,3]	8,982	15,111
Canada[4]	9,865	25,503
Newfoundland and Labrador	10,229	31,942
Prince Edward Island	9,027	27,261
Nova Scotia	9,438	23,958
New Brunswick	9,839	22,195
Quebec	9,283	24,102
Ontario	9,911	23,625
Manitoba	9,893	22,274
Saskatchewan	10,761	33,626
Alberta	11,531	31,658
British Columbia	8,732	28,902
Yukon	19,034	...
Northwest Territories	19,730	...
Nunavut	13,493	...

... not applicable

1. For the university sector, financial data are collected at an institutional level only, and cannot be divided by type of program. As a result, expenditures also include any expenditures for programs that are not at the Bachelor's, Master's, or Doctoral levels such as career, technical or professional training programs.

2. These averages are from *Education at a Glance 2015 OECD Indicators*, Table B.1.1a, Annual expenditure per student by educational institutions for all services (2012), and Table B1.2, Annual expenditure per student by educational institutions for educational core services, ancillary services and R&D (2012). This table presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. In column 1, the OECD average includes postsecondary non-tertiary, while the figures for Canada and the provinces and territories do not.

4. Due to early cut-off dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2015: OECD Indicators*. The figures presented in this table represent the most recent available.

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.

In Quebec, vocational training and general education for adults are included at the secondary level.

Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table B.1.2.1

Annual expenditure by educational institutions per student, on core services and ancillary services, Canadian dollars, Canada, provinces and territories, 2011/2012

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	Canadian dollars		
Canada	11,643	590	12,233
Newfoundland and Labrador	11,942	742	12,684
Prince Edward Island	10,637	557	11,194
Nova Scotia	11,076	627	11,703
New Brunswick	11,646	555	12,201
Quebec	10,769	742	11,511
Ontario	11,740	549	12,289
Manitoba	11,671	596	12,267
Saskatchewan	12,707	637	13,344
Alberta	13,637	661	14,298
British Columbia	10,457	370	10,827
Yukon	23,385	218	23,603
Northwest Territories	24,270	196	24,465
Nunavut	16,466	265	16,731

Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.
In Quebec, vocational training and general education for adults are included at the secondary level.
Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS).

Table B.1.2.2

Annual expenditure by educational institutions per student, on core services and ancillary services, in equivalent US dollars converted using purchasing power parity, Canada, provinces and territories, 2011/2012

	Pre-primary, primary, upper and lower secondary		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total
	US dollars		
OECD average[1,2]	8,080	554	8,982
Canada[3]	9,389	476	9,865
Newfoundland and Labrador	9,631	598	10,229
Prince Edward Island	8,578	449	9,027
Nova Scotia	8,932	506	9,438
New Brunswick	9,392	447	9,839
Quebec	8,685	598	9,283
Ontario	9,468	443	9,911
Manitoba	9,412	480	9,893
Saskatchewan	10,248	514	10,761
Alberta	10,997	533	11,531
British Columbia	8,433	298	8,732
Yukon	18,859	176	19,034
Northwest Territories	19,572	158	19,730
Nunavut	13,279	214	13,493

1. These averages are from Education at a Glance 2015: OECD Indicators, Table B.1.2, Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
2. In columns 1 to 3, the OECD averages include postsecondary non-tertiary education. The average for total expenditures in the OECD includes a different number of countries than the averages for educational core services and ancillary services separately. Hence the total does not add up to the sum of these two components.
3. Due to early cutoff dates for submission of data to the OECD, the figures for Canada presented in this report are not the same as those published in the OECD's *Education at a Glance 2015: OECD Indicators*. The figures presented in this report represent the most recent available.
Notes: Comparisons between the provinces and territories must be made with caution. Certain differences in the cost per student figures by province/territory at the secondary level are attributable to whether or not registrations for adult education programs are included in enrolments in some provinces/territories.
In Quebec, vocational training and general education for adults are included at the secondary level.
Sources: Statistics Canada, Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; Financial Information of Universities and Colleges Survey; Postsecondary Student Information System (PSIS); and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

B2 Expenditure on education as a percentage of GDP

Context

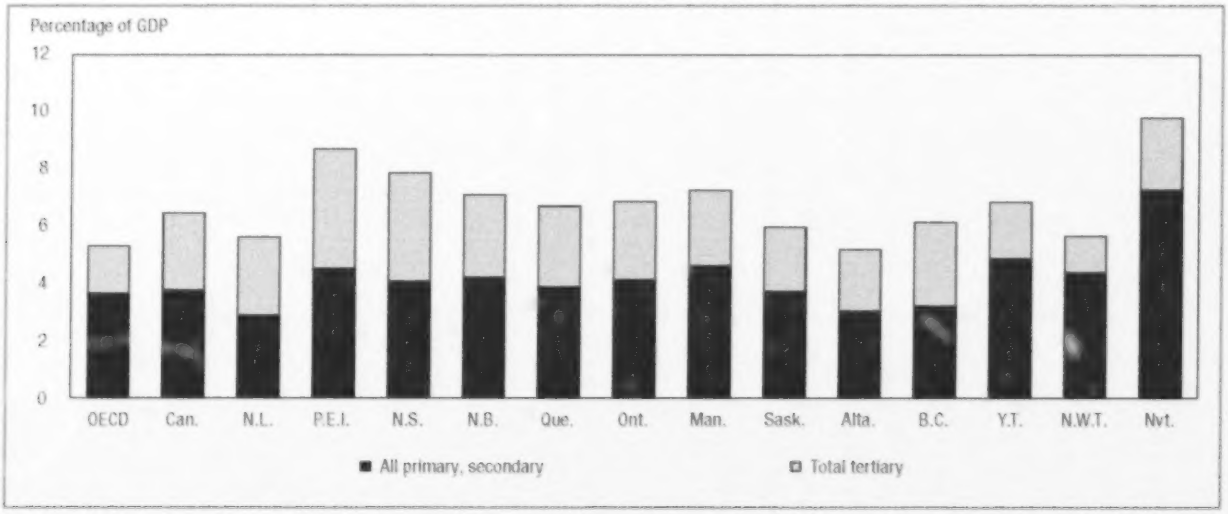
This indicator provides a measure of the proportion of national wealth that is invested in educational institutions by linking public and private expenditures with gross domestic product (GDP).

Expenditure on education is an investment that can help foster economic growth and enhance productivity. Education contributes to personal and social development and reduces social inequality. The allocation of financial resources to educational institutions is a collective choice, made by government, business, and individual students and their families. It is partially influenced by the size of the school-age population and enrolment in education, as well as relative wealth.

Observations

GDP allocated to educational institutions

Chart B.2.1
Public and private expenditure on educational institutions as a percentage of GDP, by level of education, 2011



Note: For the OECD, the total expenditure on all levels of education combined was 5.3% of GDP, which also included "undistributed programmes" (Table B.2.1).
Source: Table B.2.1.

- With 6.4% of its GDP allocated to educational institutions in 2011, Canada devoted more than the 5.3% average estimated by the OECD.
- In 2011, the financial commitment to educational institutions varied from one province or territory to another, ranging from 5.2% of GDP in Alberta[1] to 9.8% in Nunavut[2].

1 In some jurisdictions, the lower ratio of education expenditure to GDP may be a result of relatively high provincial wealth, not necessarily lower expenditures on education. Alberta and Newfoundland actually spent a relatively high amount on education per student in 2011/2012, as seen in Indicator B1, Expenditure per student (Table B.1.1.1).
2 In Nunavut and the other territories, the structural costs associated with delivering education at the primary and secondary level tend to be higher than those in the provinces.

Primary and secondary education

- In Canada, 58% of the national wealth invested in education in 2011 was spent on primary and secondary education (3.8% of the 6.4% allocated),[3] less than the 69% average for the OECD countries.

Share spent on tertiary education

- In 2011, 42% of the share of GDP that Canada invested in education (2.7% of the 6.4% allocated) was spent on the tertiary sector, more than the 30% average for the OECD countries (Table B.2.1).

Definitions, sources and methodology

This indicator shows expenditure (public and private) with regard to educational institutions as a percentage of gross domestic product (GDP), by level of education and for all levels of education combined.

"Expenditure on educational institutions" includes spending on both instructional and non-instructional educational institutions. *Instructional educational institutions* are entities that provide instructional programmes (e.g., teaching) to individuals directly in an organized group setting or through distance education.[4] *Non-instructional educational institutions* are entities that provide advisory, administrative or professional services to other educational institutions but do not enrol students themselves.

Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect international comparability, however, since expenditure at the elementary and secondary levels is dominant.

The financial data for Canada were drawn from seven Statistics Canada surveys[5] and exclude expenditure related to debt service. GDP data were provided by the System of National Accounts Branch. All data for Canada, the provinces and territories refer to the 2011 financial year. The OECD averages (for the 2012 financial year) are based on data from all countries collected by the OECD through the UOE data collection on educational systems, conducted jointly by three international organizations (UNESCO, the OECD and Eurostat) and administered by the OECD in 2014.

Note: The corresponding OECD indicator is B2, *What proportion of national wealth is spent on education?*.

3. Canada classifies expenditure by education level in a way that differs slightly from that of most other countries; that is, expenditure on pre-elementary education is grouped with expenditure at the elementary and secondary levels, while expenditure on postsecondary non-tertiary education (essentially technical and vocational training) is grouped with tertiary-type B expenditure. This should not affect comparability, however, since expenditure at the elementary and secondary levels is dominant.
4. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are excluded.
5. Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System – School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Provincial Expenditures on Education in Reform and Correctional Institutions; and Financial Statistics of Community Colleges and Vocational Schools.

Table B.2.1

Public and private expenditure on educational institutions as a percentage of GDP, by level of education, Canada, provinces and territories, 2011

	All primary and secondary education[1]	Postsecondary education			All levels of education combined (including undistributed programmes)
		All postsecondary[2]	Short cycle tertiary (college) and post-secondary non-tertiary[3]	Bachelor's, Master's, Doctoral or equivalent	
	percent				
OECD average[4,5]	3.7	1.6	0.3	1.4	5.3
Canada[5]	3.8	2.7	0.9	1.8	6.4
Newfoundland and Labrador	2.9	2.7	0.8	2.0	5.6
Prince Edward Island	4.5	4.2	1.9	2.3	8.7
Nova Scotia	4.1	3.8	0.8	3.0	7.9
New Brunswick	4.2	2.9	0.8	2.1	7.1
Quebec	3.9	2.8	1.0	1.8	6.7
Ontario	4.1	2.7	1.0	1.8	6.9
Manitoba	4.6	2.6	0.8	1.9	7.3
Saskatchewan	3.7	2.3	0.7	1.5	6.0
Alberta	3.0	2.2	0.7	1.4	5.2
British Columbia	3.2	2.9	1.0	1.9	6.1
Yukon	4.9	2.0	2.0	...	6.9
Northwest Territories	4.4	1.3	1.3	...	5.7
Nunavut	7.3	2.5	2.5	...	9.8

... not applicable

1. Includes kindergarten in Canada.
2. Includes post-secondary non-tertiary for Canada. The OECD average excludes postsecondary non-tertiary.
3. Includes college diploma programs and the college portion of apprenticeship programs.
4. These averages are from *Education at a Glance 2015: OECD Indicators*, Table B.2.1, Expenditure on educational institutions as a percentage of GDP, by level of education (2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
5. The most recent data available for Canada, the provinces and territories are for 2011; these estimates were submitted to the OECD and are included in its average figures for 2012.

Sources: Statistics Canada: Elementary-Secondary Education Survey; Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education; Financial Statistics of Community Colleges and Vocational Schools; and Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

B3 Distribution of expenditure on education

Context

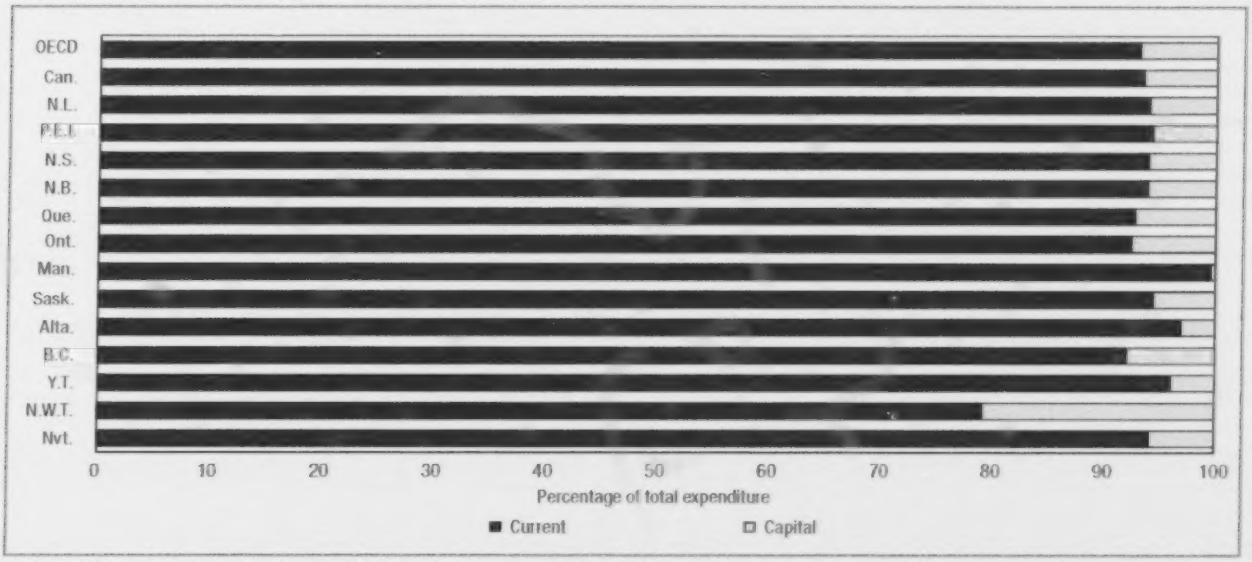
This indicator outlines spending on education services and resources, identifying the proportion of budgets allocated to current and capital expenditures. A breakdown of current spending—compensation of teachers, other staff and other expenses—is also presented.

The distribution of expenditures may be influenced by a number of factors, including compensation for teachers, the generosity of pension plans, the size of the non-teaching staff, and the different needs for infrastructure. Budget allocation can affect the quality of services, the condition of equipment, and the ability of the education system to adapt to changes in enrolments. Both budgetary and structural decisions taken at the system level have repercussions extending into the classroom: they influence the nature of instruction and the conditions in which it is provided.

Observations

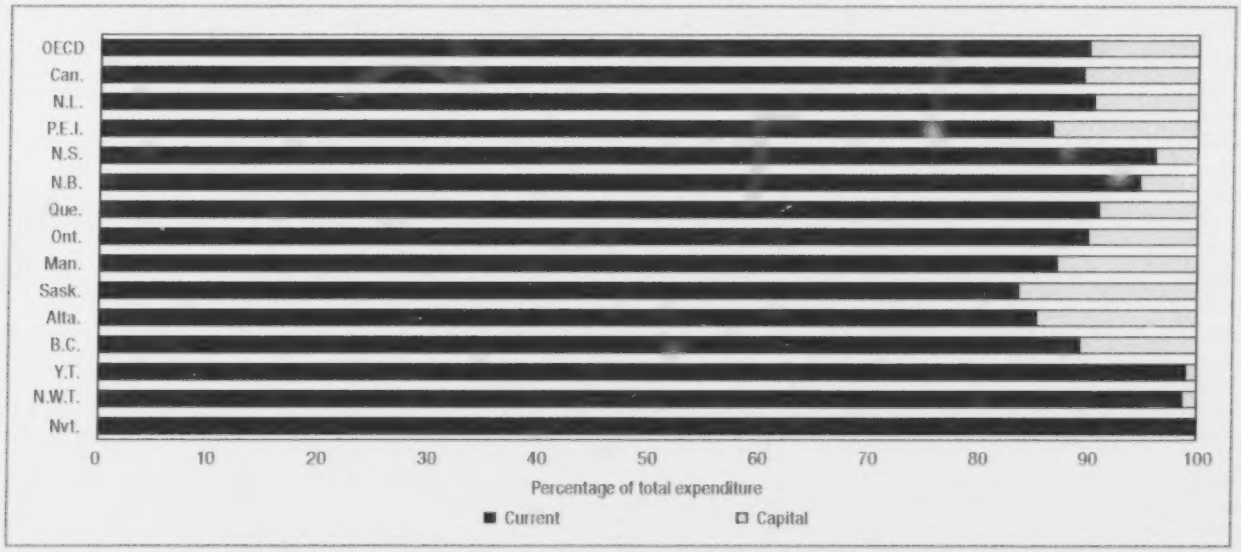
Current expenditure

Chart B.3.1.1
Distribution of total expenditure by educational institutions for all primary and secondary education, 2012



Source: Table B.3.1.

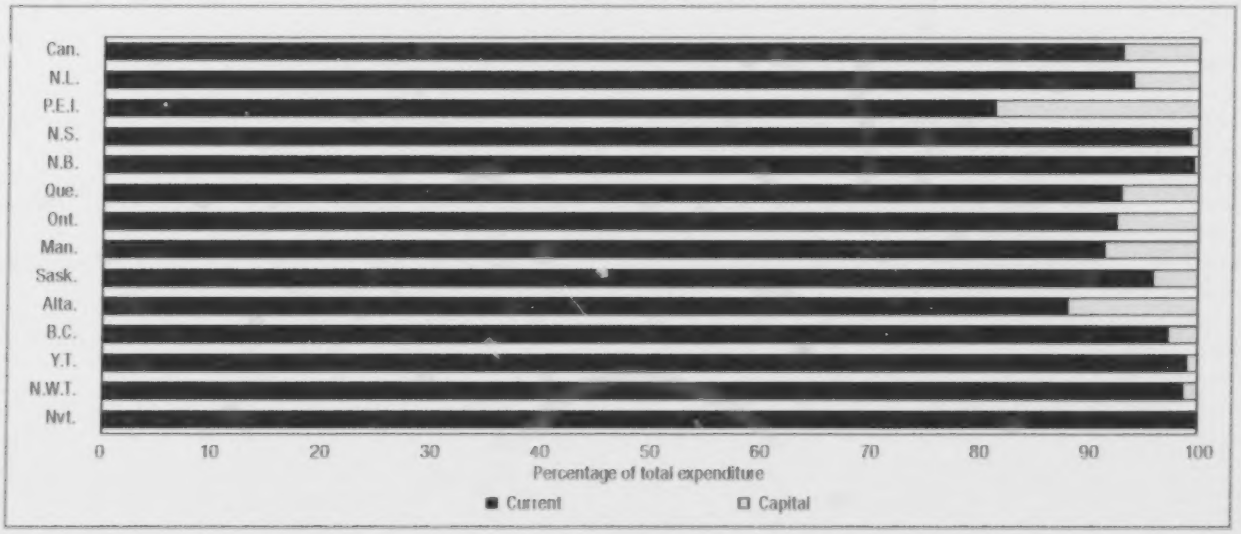
Chart B.3.1.2
Distribution of total expenditure by educational institutions for postsecondary education, 2012



Source: Table B.3.1.

- Current spending accounted for most of the educational expenditure in Canada, the provinces and territories, and for the OECD, on average.
- In Canada, current spending accounted for 93% of total expenditure for primary and secondary education and 90% of total expenditure for postsecondary education. Both of these proportions were similar to the comparable OECD averages.[1]

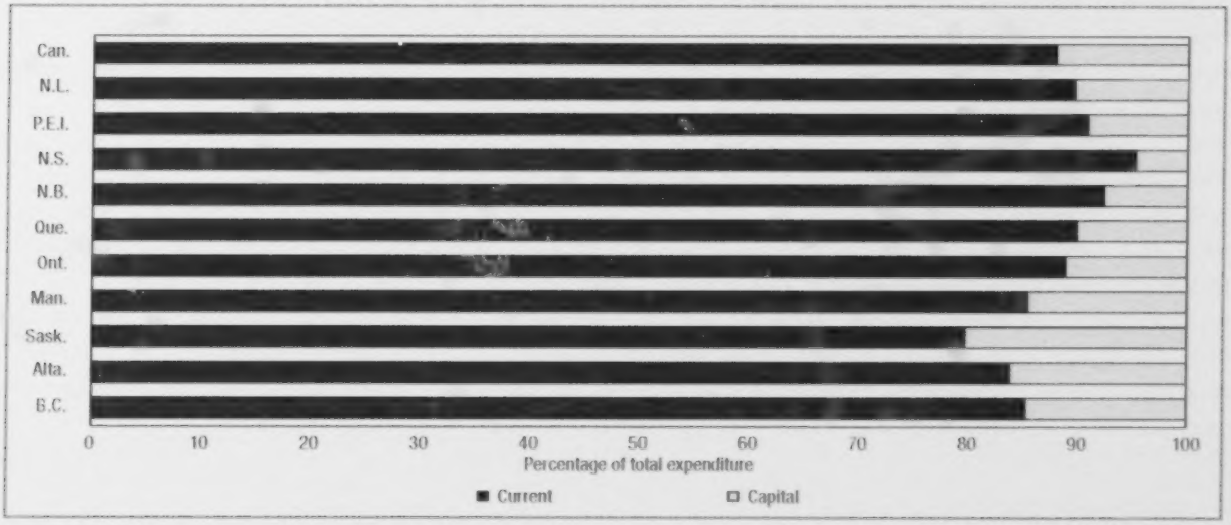
Chart B.3.1.3
Distribution of total expenditure by educational institutions for short cycle tertiary (college) and postsecondary non-tertiary education, 2012



Source: Table B.3.1.

1. In Canada, expenditure for postsecondary non-tertiary education (ISCED 4) is aggregated with that for short-cycle tertiary (ISCED 5) education; however, this is not expected to have a substantial effect on ratios or data comparability, considering the minimal relative weight of expenditure on postsecondary non-tertiary education.

Chart B.3.1.4
Distribution of total expenditure by educational institutions for bachelor's, master's, doctoral or equivalent (university) education, 2012

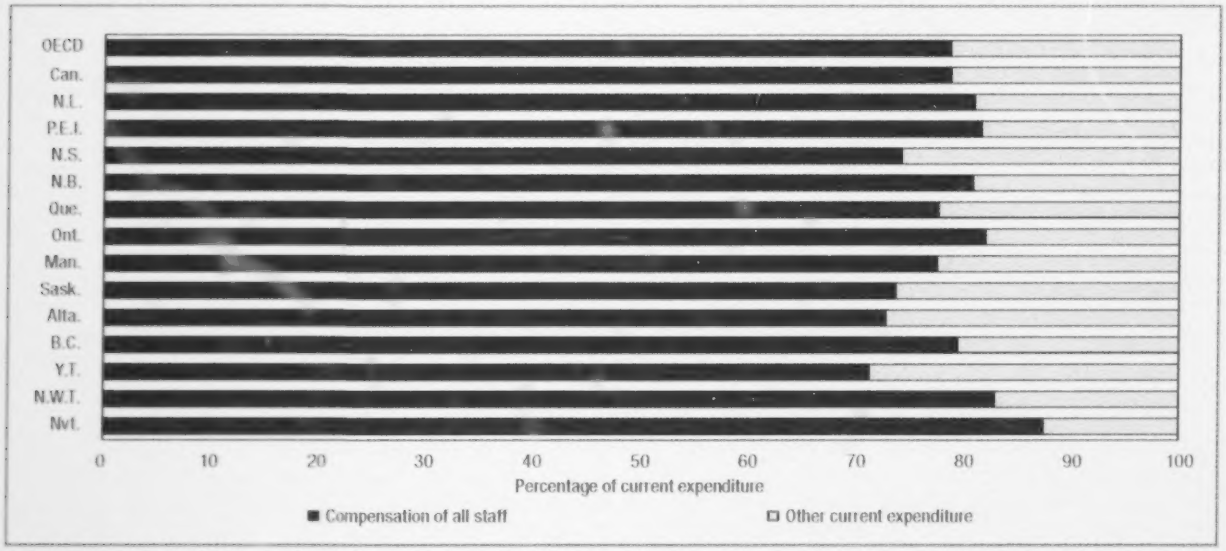


Source: Table B.3.1.

- At the national level, current expenditures accounted for 93% of total expenditure for short-cycle tertiary education (college) and postsecondary non-tertiary education in 2012. This proportion varied between 81% (Prince Edward Island) and 100% (Nunavut) among the provinces and territories.
- At the university level (Bachelor's, Master's, Doctoral or equivalent level), the percentage of total expenditures allocated to current expenditures ranged from 80% in Saskatchewan to 95% in Nova Scotia.

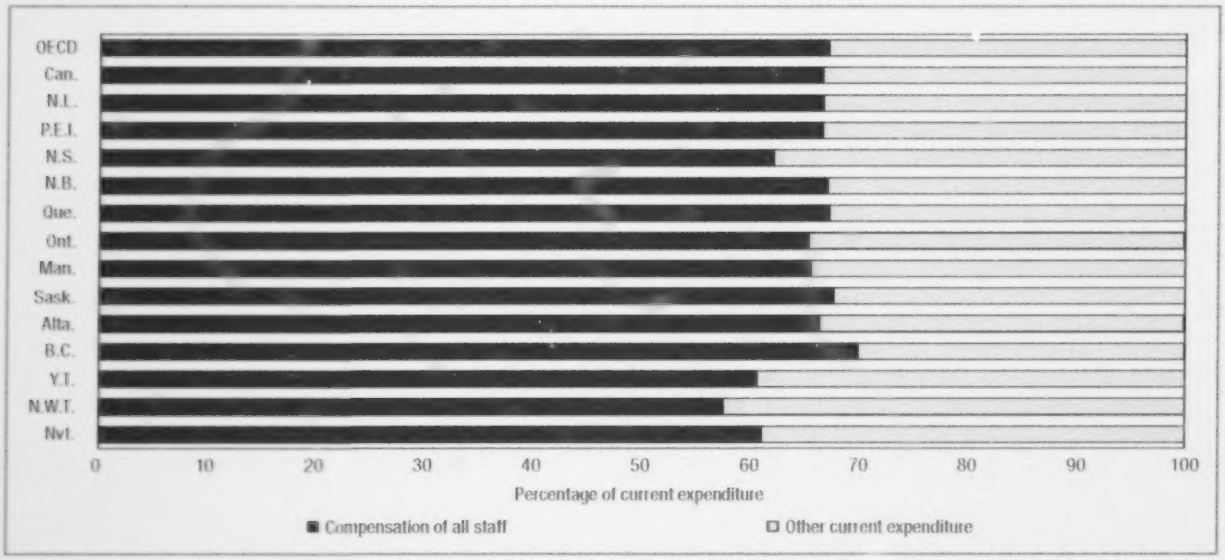
Compensation of staff

Chart B.3.2.1
Distribution of current expenditure by educational institutions for all primary and secondary education, 2012



Source: Table B.3.1

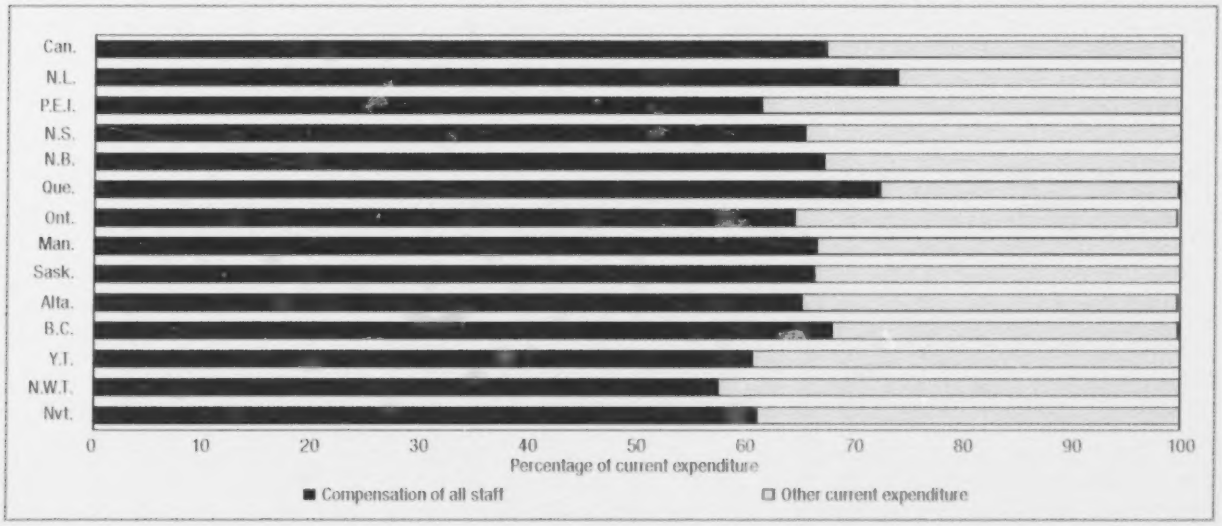
Chart B.3.2.2
Distribution of current expenditure by educational institutions for postsecondary education, 2012



Source: Table B.3.1

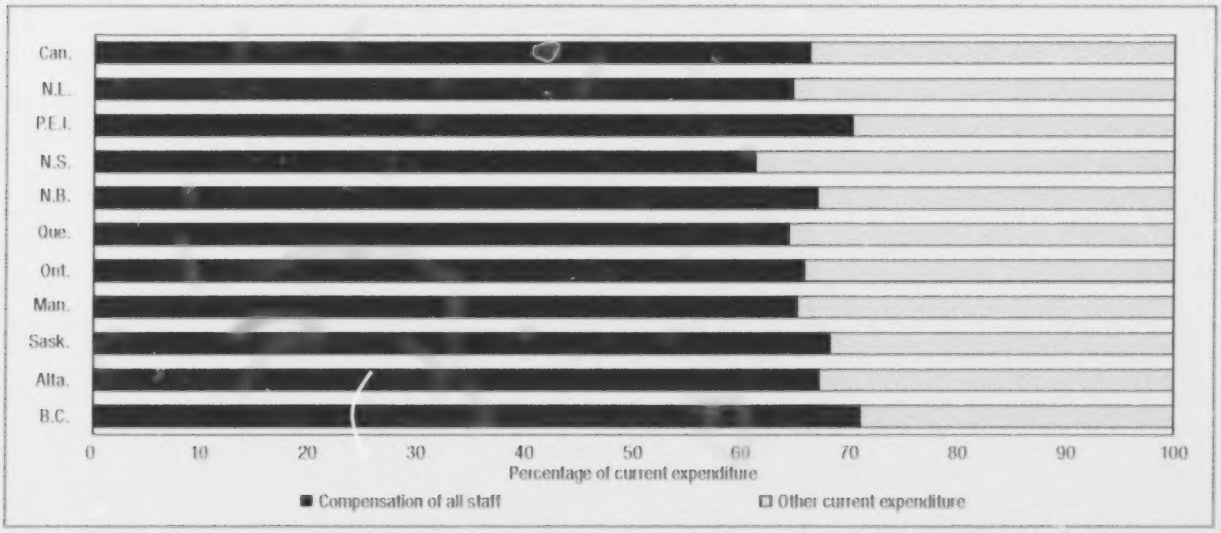
- For primary and secondary education, the compensation of staff (79%)—particularly teachers (64%)—accounted for the largest proportion of current expenditure[2] in Canada in 2012, a situation mirrored in OECD countries.
- At the postsecondary level in Canada, 67% of current expenditure was devoted to compensation of all staff, from which a share of 38% was dedicated to compensation for teachers.

Chart B.3.2.3
Distribution of current expenditure by educational institutions for short cycle tertiary (college) and post-secondary non-tertiary education, 2012



Source: Table B.3.1

Chart B.3.2.4
Distribution of current expenditure by educational institutions for bachelor's, master's, doctoral or equivalent (university) education, 2012



Source: Table B.3.1

2. Current expenditure is subdivided into three broad categories: compensation of teachers; compensation of other staff; and other current expenditure (teaching materials and supplies, regular maintenance and cleaning of school buildings, preparation of students' meals, and rental of school facilities).

- Compensation of all staff accounted for 67% of current expenditure at the short-cycle tertiary (college) and post-secondary non-tertiary level. This percentage ranged from 58% in the Northwest Territories to 74% in Newfoundland and Labrador.
- At the university level, compensation of all staff accounted for 66% of current expenditure, ranging from 61% in Nova Scotia to 71% in British Columbia.

Capital expenditure

- In Canada in 2012, 11% of education expenditure for postsecondary education was allocated to capital expenditure; the OECD average was 10%.[3]
- For primary and secondary, the proportion of education spending allocated to capital expenditure was less than that for postsecondary education both in Canada and in OECD countries (both at 7%).
- Capital expenditures accounted for 7% of total expenditures at the short-cycle tertiary (college) and postsecondary non-tertiary level and 12% at the university level.

Definitions, sources and methodology

This indicator shows the proportion of budgets allocated to current and capital spending at different education levels. Expenditures are based on accrual and cash (or fund) accounting, depending on the data source(s) used by the provinces/territories. It also shows the proportion of current expenditure allocated to compensation of teachers and of other staff, along with other current expenditure.

The distinction between current expenditure and capital expenditure is taken from the standard definition used in national accounts. Current refers to resources used each year by institutions as they carry out their activities. Capital covers assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account.

Expenditure on educational core services includes all expenditure directly related to instruction and education; i.e., all expenditure on teachers, school buildings, teaching materials, books and administration of schools.

The data for Canada reflect the 2012 financial year, and figures were drawn from seven Statistics Canada surveys: the Elementary-Secondary Education Survey; the Survey of Uniform Financial System-School Boards; the Survey of Financial Statistics of Private Elementary and Secondary Schools; the Financial Information of Universities and Colleges Survey; the Survey of Federal Government Expenditures in Support of Education; and Financial Statistics of Community Colleges and Vocational Schools. Information for OECD member countries, and the OECD averages, refer to data for the 2013 financial year and are based on the data collection on educational systems conducted jointly by three international organizations—UNESCO, the OECD and Eurostat—and administered by the OECD.

Note: The corresponding OECD indicator is B6, *On what resources and services is education funding spent?*.

3. Capital expenditure reflects spending on assets that last longer than one year and includes spending on the construction, renovation and major repair of buildings. These expenditures may vary widely from one year to the next. Capital expenditures that came out of operating funds or that were funded directly by the province may not be included in this calculation.

Table B.3.1
Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2012

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
			percentage			
All primary and secondary education[1]						
OECD average[2,3]	93.0	7.0	62.4	15.2	78.6	21.4
Canada[3,4]	93.4	6.6	63.7	15.0	78.7	21.3
Newfoundland and Labrador	93.9	6.1	68.9	12.0	80.9	19.1
Prince Edward Island	94.2	5.8	68.0	13.5	81.5	18.5
Nova Scotia	93.9	6.1	62.2	11.9	74.1	25.9
New Brunswick	93.8	6.2	70.1	10.6	80.7	19.3
Quebec	92.7	7.3	61.2	16.3	77.6	22.4
Ontario	92.4	7.6	65.8	16.1	82.0	18.0
Manitoba	99.6	0.4	55.8	21.7	77.5	22.5
Saskatchewan	94.4	5.6	52.0	21.6	73.6	26.4
Alberta	96.9	3.1	64.7	8.0	72.7	27.3
British Columbia	92.0	8.0	64.9	14.5	79.4	20.6
Yukon	96.0	4.0	62.1	9.1	71.2	28.8
Northwest Territories	79.1	20.9	65.9	16.9	82.9	17.1
Nunavut	94.1	5.9	68.5	18.9	87.4	12.6
All postsecondary[5]						
OECD average[2,3]	90.0	10.0	39.7	26.4	67.1	32.9
Canada[3,4]	89.5	10.5	38.2	28.4	66.5	33.5
Newfoundland and Labrador	90.5	9.5	38.4	33.1	66.6	33.4
Prince Edward Island	86.7	13.3	31.8	34.7	66.5	33.5
Nova Scotia	96.1	3.9	34.8	27.2	62.1	37.9
New Brunswick	94.7	5.3	38.8	28.2	67.0	33.0
Quebec	91.0	9.0	41.0	26.2	67.1	32.8
Ontario	90.0	10.0	37.4	27.9	65.3	34.6
Manitoba	87.2	12.8	37.2	28.3	65.5	34.5
Saskatchewan	83.7	16.3	37.6	30.0	67.6	32.4
Alberta	85.3	14.7	36.1	30.3	66.3	33.6
British Columbia	89.3	10.7	39.5	30.3	69.8	30.1
Yukon	99.0	1.0	34.3	26.3	60.6	39.4
Northwest Territories	98.7	1.3	32.6	24.9	57.5	42.5
Nunavut	100.0	0.0	36.9	24.2	61.0	39.0
Short cycle tertiary (college) and post-secondary non-tertiary						
OECD average[2,3]	...	...	...	...	...	...
Canada[3,4]	93.0	7.0	40.8	26.5	67.3	32.7
Newfoundland and Labrador	93.9	6.1	55.8	50.1	73.8	26.2
Prince Edward Island	81.3	18.7	31.8	29.6	61.3	38.7
Nova Scotia	99.3	0.7	38.8	26.5	65.3	34.7
New Brunswick	99.5	0.5	38.1	29.0	67.1	32.9
Quebec	92.9	7.1	49.0	23.3	72.3	27.5
Ontario	92.5	7.5	38.2	26.3	64.5	35.2
Manitoba	91.4	8.6	39.9	26.5	66.5	33.5
Saskatchewan	95.9	4.1	39.4	26.8	66.2	33.8
Alberta	88.1	11.9	35.7	29.4	65.1	34.6
British Columbia	97.3	2.7	39.5	28.4	67.9	31.8
Yukon	99.0	1.0	34.3	26.3	60.6	39.4
Northwest Territories	98.7	1.3	32.6	24.9	57.5	42.5
Nunavut	100.0	0.0	36.9	24.2	61.0	39.0

Table B.3.1
Distribution of total and current expenditure by educational institutions, from public and private sources, by level of education, Canada and jurisdictions, 2012 (continued)

	Percentage of total expenditure		Percentage of current expenditure			
	Current	Capital	Compensation of teachers	Compensation of other staff	Compensation of all staff	Other current expenditure
	percentage					
Bachelor's, Master's, Doctoral or equivalent						
OECD average[2,3]	...	...	...	...	...	...
Canada[3,4]	87.9	12.1	36.8	29.3	66.1	33.9
Newfoundland and Labrador	89.6	10.4	29.8	34.8	64.6	35.4
Prince Edward Island	90.8	9.2	31.8	38.3	70.1	29.9
Nova Scotia	95.2	4.8	33.7	27.4	61.1	38.9
New Brunswick	92.4	7.6	39.2	27.7	66.9	33.1
Quebec	89.9	10.1	36.5	27.8	64.3	35.7
Ontario	88.9	11.1	37.0	28.7	65.7	34.3
Manitoba	85.4	14.6	36.0	29.1	65.1	34.9
Saskatchewan	79.7	20.3	36.9	31.2	68.1	31.9
Alberta	83.8	16.2	36.3	30.8	67.1	32.9
British Columbia	85.3	14.7	39.5	31.4	71.0	29.0
Yukon	...	...	...	...	...	...
Northwest Territories	...	...	...	...	...	...
Nunavut	...	...	...	...	...	...

... not applicable
0 true zero or a value rounded to zero
1. For OECD, "all primary and secondary education" data includes post-secondary non-tertiary.
2. These averages are from *Education at a Glance 2015: OECD Indicators*, Table B6.2, Expenditure by educational institutions, by resource category and level of education (2012), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
3. The most recent data available for Canada and the provinces are for 2011; these estimates were submitted to the OECD and will be included in its average figures for 2012.
4. Public institutions only at the tertiary level.
5. For OECD "all postsecondary" does not include post-secondary non-tertiary.
Notes: Current expenditure refers to spending on resources used each year by institutions as they carry out their activities. Capital expenditure refers to spending on assets that last longer than one year, including spending on new or replacement equipment and construction or renovation of buildings. Neither takes expenditure related to debt service into account. Capital expenditures that came out of operating funds or that were funded directly by the province may not be included in this calculation.
Sources: Statistics Canada: Survey of Uniform Financial System - School Boards; Survey of Financial Statistics of Private Elementary and Secondary Schools; Financial Information of Universities and Colleges Survey; Survey of Federal Government Expenditures in Support of Education and Financial Statistics of Community Colleges and Vocational Schools; Organisation for Economic Co-operation and Development (OECD); and *Education at a Glance 2015: OECD Indicators*.

Chapter C

Access to education, participation and progression

C1 International students

Context

This indicator presents international students as a proportion of enrolment in tertiary education in accordance with the three International Standard Classification of Education (ISCED) categories[1], which represent enrolments in colleges and universities[2]. Changes in the number of international students over time are also presented, as well as their distribution by province of study and by region of origin.

Students choose to pursue their education abroad for many reasons. Some may do so because they wish to explore different cultures, societies and languages while improving their employment prospects. Growing recognition of the importance of tertiary education as a determinant of higher earnings and employability has led to a growing demand, one that educational institutions in some countries may find difficult to meet. At the same time, the globalization of markets has increased demand for workers with broader knowledge and competencies, with work increasingly performed by teams that span regions and countries.

Several factors may contribute to the choice of country for study. The language spoken and used in instruction, the quality of education offered, the tuition fees and cost of living, and the immigration policy of the destination country are all important factors. Other factors include recognition of foreign degrees, future jobs opportunities, and any geographical, trade and cultural links between countries.

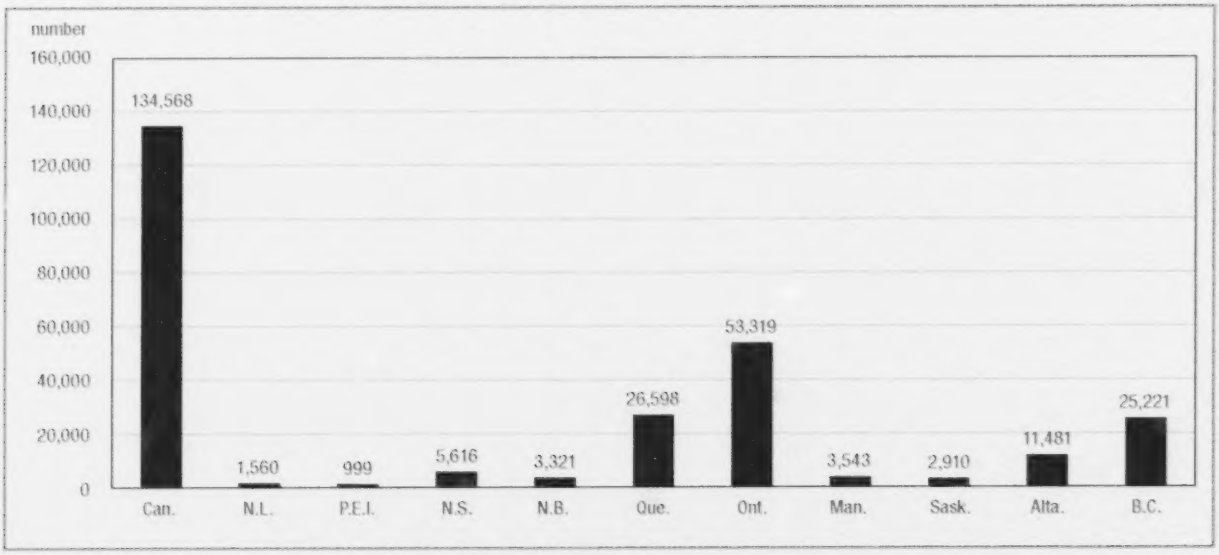
International students are well received because they represent an additional source of revenue for the institutions they attend. They may also contribute to the viability of programs when the domestic student base is somewhat limited. In Canada, as in other countries that belong to the Organization for Economic Co-operation and Development (OECD), many institutions and governments are now actively marketing their educational programs to attract such students. In addition to the economic benefits they may provide, international and foreign students also add to the social and cultural dimensions of the communities in which they study. They may become future citizens, or they may become unofficial ambassadors when they return home.

1. Please see the "ISCED classification and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.
2. In Canada, universities are located in the 10 provinces; there are no universities in the territories.

Observations

International students in tertiary education

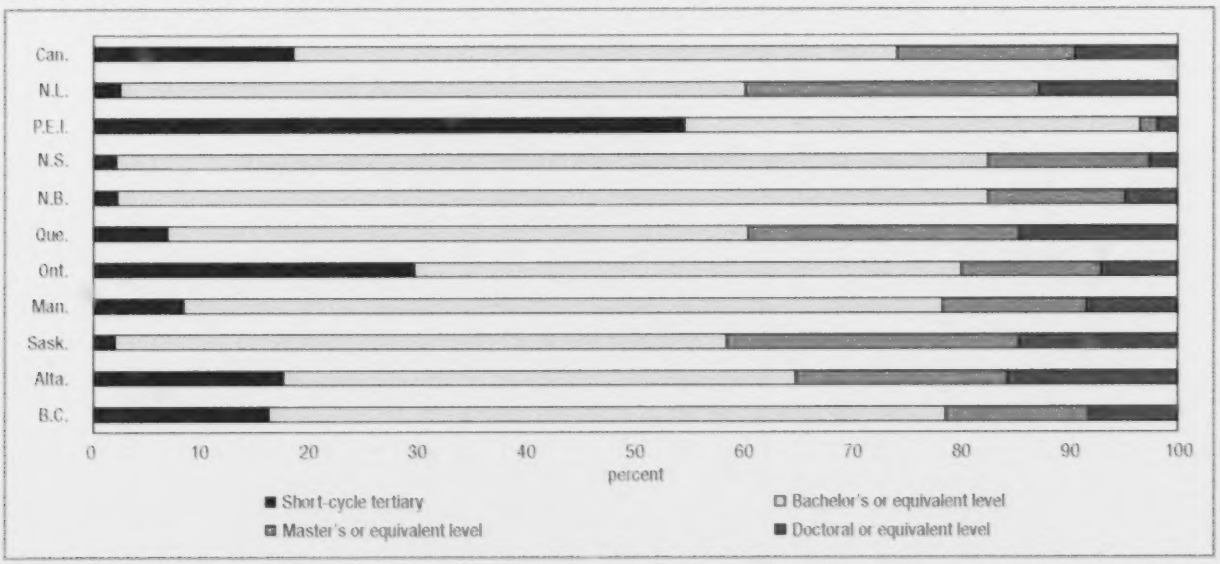
Chart C.1.1
Number of international students in tertiary education, 2012



Source: Table C.1.2

- In 2012, there were about 134,600 international students studying in Canada. Ontario attracted the largest proportion of international students (40%), followed by Quebec (20%) and British Columbia (19%).

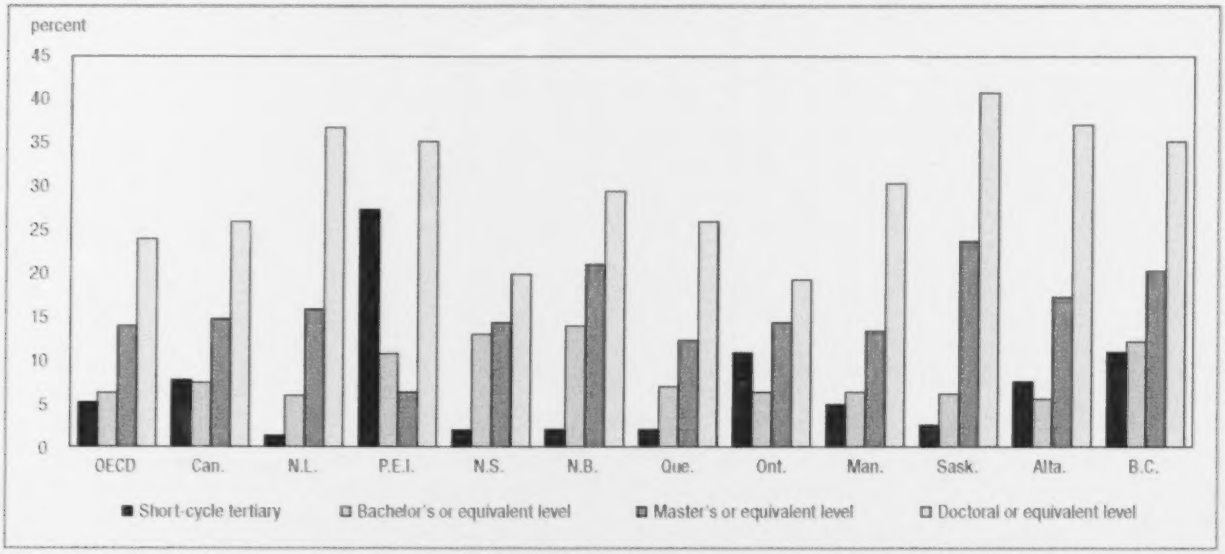
Chart C.1.2
Distribution of international students in tertiary education, by level of education, 2012



Source: Table C.1.1

- The majority of international students in tertiary education in Canada were registered in Bachelor's or equivalent level programs. This was true for every province except Prince Edward Island, where short-cycle tertiary programs had the largest share of international students.
- The proportion of international students registered at the short-cycle tertiary level (college) varied greatly by province; accounting for as much as half in Prince Edward Island (55%) or a third in Ontario (30%) to only (from 2% in Nova Scotia, New Brunswick and Saskatchewan.

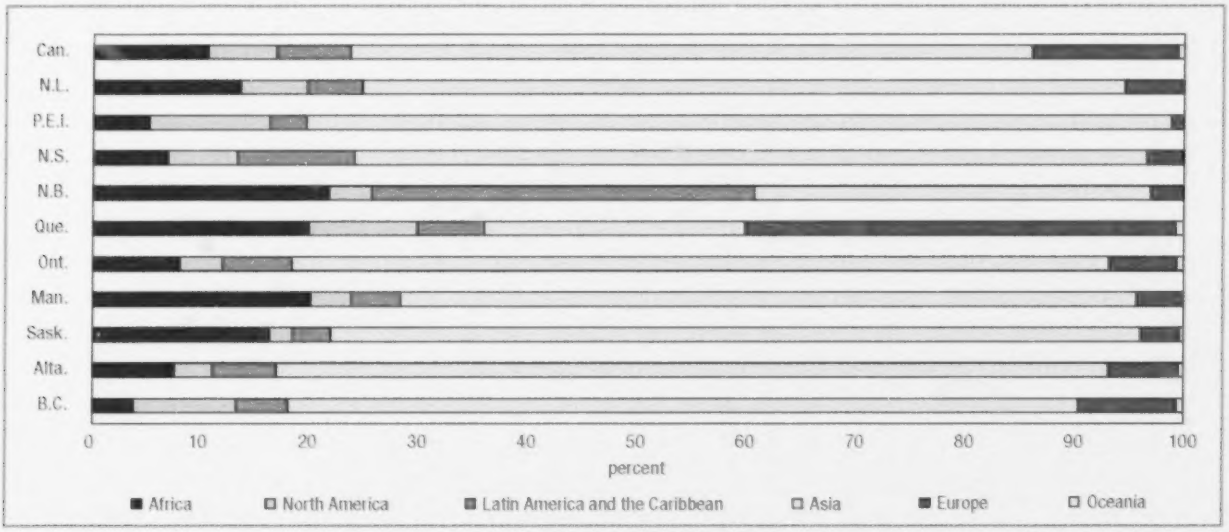
Chart C.1.3
Proportion of international students among all tertiary enrolments, by level of education, 2012



Source: Table C.1.1.

- While the Canada figure for Doctoral or equivalent level programs (26%) is similar to the proportion observed for all OECD countries (24%), across provinces this proportion ranges from 19% in Ontario to 41% in Saskatchewan.
- The percentage of international students rises with level of study at the university level (Bachelor's, Master's, and Doctoral levels), except in Prince Edward Island where the Bachelor's level has a higher proportion of international students than the Master's level.

Chart C.1.4
Distribution of international students in tertiary education, by region of origin, 2012



Note: These proportions were calculated based on students for whom the country of origin was known (the "other" category [not reported origin] was excluded from the calculation).
Source: Table C.1.2.

- The majority of international students in Canada were from Asia, which accounted for over 60% of international students in every province, except for New Brunswick and Quebec.
- In New Brunswick, the primary region of origin was Asia (36%) followed by Latin America and the Caribbean (35%), while in Quebec, it was Europe (39%), followed by Asia (24%).

Definitions, sources and methodology

This indicator examines the proportion of international students in the different categories of tertiary education.

International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents[3], such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

Foreign students correspond to a broader concept that includes students who are educated in a country for which they do not hold citizenship. In Canada, the concept of "foreign students" includes all "international students", plus all students who are landed immigrant/permanent residents[4].

The proportion of enrolment at a given education level by international students is obtained by dividing the number of students who are neither Canadian citizens nor permanent residents4 of Canada by the total number of students at that level, and multiplying this ratio by 100. The total number of students includes all individuals educated in Canada, whether they are Canadian citizens, permanent residents or foreign nationals as well as "off-shore students", but it excludes all Canadian citizens and permanent residents who are educated abroad.

3. "Non-permanent residents" are people from another country in Canada on Work or Study Permits or as refugee claimants and any non-Canadian-born family living with them.
4. A "permanent resident/landed immigrant" is a person who has been granted the right to live in Canada permanently by immigration authorities.

The Canadian data were drawn from Statistics Canada's Postsecondary Student Information System (PSIS), which covers only public postsecondary institutions. Results for some jurisdictions rely in part on estimates made for non-responding institutions. Due to certain methodological adjustments that have been made to the PSIS collection tool to improve reporting and mapping to ISCED, comparisons of results with those from previous years should not be made.

The OECD data on foreign students and international students reflect the 2012/2013 academic year (2011/2012 for Canada) and are drawn from the UOE collection of statistical data on education, which was carried out by the OECD in 2014. In Canada and other OECD countries, domestic and international students are usually counted on a specific day or period of the year (e.g., the PSIS enrolment data reflect the number of students who were enrolled in courses between September 30 and December 1, 2011, for the academic year 2011/2012). This procedure may not capture the total number of international students as some students may study abroad for less than a full academic year (e.g., those that enter in the winter or spring terms).

Note: The corresponding OECD indicator is C4, *Who studies abroad and where?*.

Table C.1.1
International students in tertiary education and distribution of international enrolments, by level of tertiary education, Canada and provinces, 2012

	International students[1] as a percentage of all tertiary enrolment					2012/2003, average annual growth rate, total tertiary	Distribution of international students by level of tertiary education			
	Total tertiary	Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level		Short-cycle tertiary	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level
	percent					rate	percent			
OECD average[2]	8.6	5.1	6.2	13.9	23.9	..	..	..	..	..
Canada[3]	8.8	7.7	7.4	14.7	25.9	9.6	18.4	55.7	16.4	9.5
Newfoundland and Labrador	7.3	1.3	5.9	15.8	36.8	6.9	2.5	57.6	27.1	12.8
Prince Edward Island	16.0	27.3	10.7	6.3	35.2	23.3	54.5	42.0	1.6	1.9
Nova Scotia	11.8	1.9	12.9	14.3	19.8	7.6	2.1	80.4	14.8	2.7
New Brunswick	13.1	2.0	13.9	21.0	29.4	5.4	2.2	80.3	12.6	4.9
Quebec	7.2	2.0	6.9	12.2	25.9	5.4	6.8	53.6	25.0	14.6
Ontario	8.3	10.8	6.3	14.3	19.2	11.5	29.6	50.4	12.9	7.1
Manitoba	7.1	4.9	6.3	13.3	30.3	11.2	8.3	70.0	13.3	8.3
Saskatchewan	8.7	2.5	6.1	23.7	40.8	8.1	2.0	56.4	26.9	14.7
Alberta	8.0	7.5	5.5	17.2	37.1	13.3	17.5	47.3	19.5	15.7
British Columbia	13.2	10.9	12.1	20.2	35.2	11.1	16.2	62.4	13.2	8.2

.. not available for a specific reference period

1. Those who, for the specific purpose of pursuing their education, go to a country other than their country of residence or the country in which they were previously educated. In Canada, international students are defined on the basis of their country of residence; the concept includes students who are not Canadian citizens and who are non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.

2. These averages are from *Education at a Glance 2015: OECD Indicators*, Table C4.1, Student mobility and foreign students in tertiary education (2013), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Territories are excluded.

Sources: Statistics Canada, Postsecondary Student Information System (PSIS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table C.1.2
Distribution of international students[1] in tertiary education, by region of origin and selected countries of citizenship, Canada and provinces, 2012

	Newfoundland and Labrador	Prince Edward Island	Nova Scotia	New Brunswick	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	British Columbia	Canada[2]
						number					
Africa	207	51	345	717	5,274	3,816	693	417	849	903	13,269
Nigeria	69	33	72	60	39	1,362	300	279	291	228	2,733
Morocco	3	0	15	66	942	54	60	0	6	24	1,170
Egypt	12	3	48	78	210	390	12	12	99	51	912
Cameroon	3	3	3	42	456	84	6	3	6	18	618
Tunisia	0	0	0	51	666	39	6	3	15	9	789
Senegal	0	0	9	30	495	45	42	0	6	0	630
North America	93	111	321	129	2,631	1,887	132	54	393	2,247	7,989
United States	93	111	321	120	2,625	1,884	132	54	393	2,247	7,971
Latin America & Caribbean	78	33	540	1,164	1,638	3,051	156	90	663	1,143	8,556
Trinidad and Tobago	0	0	9	1,017	24	360	6	6	18	18	1,458
Mexico	15	3	18	15	318	429	45	18	201	339	1,401
Brazil	3	3	15	3	153	261	30	12	81	159	717
Colombia	6	0	15	3	168	228	9	15	90	90	624
Asia	1,071	792	3,657	1,203	6,354	35,898	2,343	1,908	8,628	17,349	79,209
China	603	699	2,109	429	1,908	15,432	1,320	1,188	4,047	8,757	36,492
India	99	12	261	66	687	7,617	240	165	1,143	1,473	11,757
Republic of Korea	12	0	93	18	273	2,415	117	36	495	1,407	4,863
Saudi Arabia	39	36	678	393	567	1,716	120	99	285	822	4,752
Iran	63	0	63	63	912	1,332	129	102	717	726	4,110
Pakistan	39	0	54	24	336	1,335	39	48	234	174	2,286
Hong Kong	6	3	6	0	30	753	54	27	201	672	1,755
Bangladesh	84	3	72	27	162	687	60	75	186	225	1,578
Japan	3	18	33	24	102	453	27	12	156	573	1,410
Taiwan	3	0	24	3	66	372	18	3	93	672	1,257
Malaysia	24	3	21	45	57	618	33	12	135	279	1,230
Viet Nam	6	0	9	9	189	510	33	21	204	159	1,146
Turkey	9	0	45	9	147	348	9	6	30	150	750
Indonesia	9	0	6	0	24	228	15	3	36	306	630
Lebanon	9	3	21	3	300	126	6	0	27	18	504
Europe	84	12	165	99	10,482	2,985	141	93	726	2,160	16,947
France	12	0	12	42	9,192	351	15	6	60	153	9,843
United Kingdom	12	3	33	9	129	474	12	12	117	486	1,284
Germany	21	0	27	15	168	300	42	15	114	399	1,104
Russian Federation	6	0	9	6	78	468	24	9	81	279	957
Oceania	0	0	9	3	204	300	9	9	57	153	744
Not reported[3]	27	0	582	6	18	5,382	66	336	168	1,263	7,851
Total	1,560	999	5,616	3,321	26,598	53,319	3,543	2,910	11,481	25,221	134,568

0 true zero or a value rounded to zero
1. International students are those who are pursuing education in a country other than their country of residence or the country in which they were previously educated. In Canada, the concept of "international students" includes non-permanent residents, such as those with a study permit. It also includes those enrolled in a Canadian program from a Canadian institution that is not located in Canada (also known as "offshore students") as well as non-Canadian students studying via the Internet.
2. Excludes private institutions.
3. Includes international students for whom the region and country of origin was not reported.
Note: To ensure the confidentiality of responses, a random rounding process is applied to the data. As a result, when these data are summed or grouped, the total value may not match the sum of the individual values, since the total and subtotals are independently rounded.
Source: Statistics Canada, Postsecondary Student Information System (PSIS).

C2 Transitions to the labour market

Context

This indicator focuses on transitions from education to the working world. The percentages of individuals between 15 and 29 years of age who are considered to be "in education" or "not in education" are presented, along with their respective employment situations. Such information can be helpful in understanding how young adults may combine school and work, or how they may transition from one to the other. The "not in education" portion of this population is further examined with a focus on those individuals who are neither employed nor in education (or training), a group sometimes referred to as the "NEET" population.

In Canada and most other Organisation for Economic Co-operation and Development (OECD) countries, education policy-makers strive to encourage young people to complete at least their secondary education. As successfully reaching this milestone has become the norm for students in the majority of OECD countries, those who fail to do so will likely have much more difficulty when they enter the labour market, where lacking a high school education is usually an impediment to finding a job.

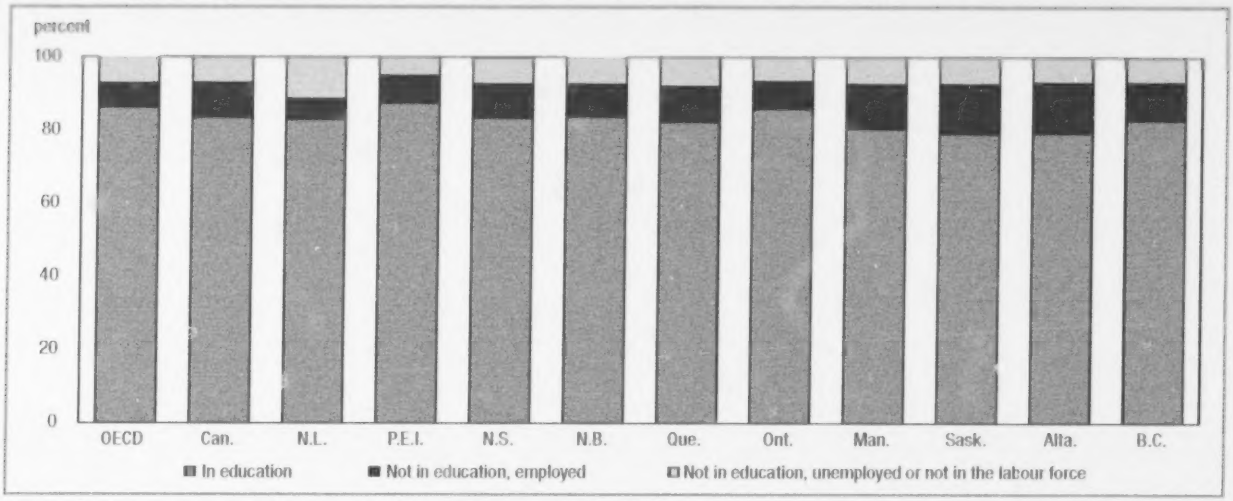
Recognition of the importance of postsecondary education for economic and social success—both for individuals and society—is widespread. However, the decisions that young people make regarding their education are often influenced by economic conditions. They may, for example, be inclined to leave school and enter the work force when the labour market is strong, or they may decide to continue with or return to their education when the labour market is weak and it is more difficult to find a job.

The transition from school to work is not always an easy process, and complexity may be added by a combination of factors including personal circumstances, the type and length of schooling received, and the labour market and overall economic conditions that younger people may face. It is also important to find ways to understand how this complexity may affect the NEET group, particularly the youngest members, as teens aged 15 to 19 will have both lower educational attainment and less work experience than young adults in their twenties.

Observations

Young adults in education, not in education

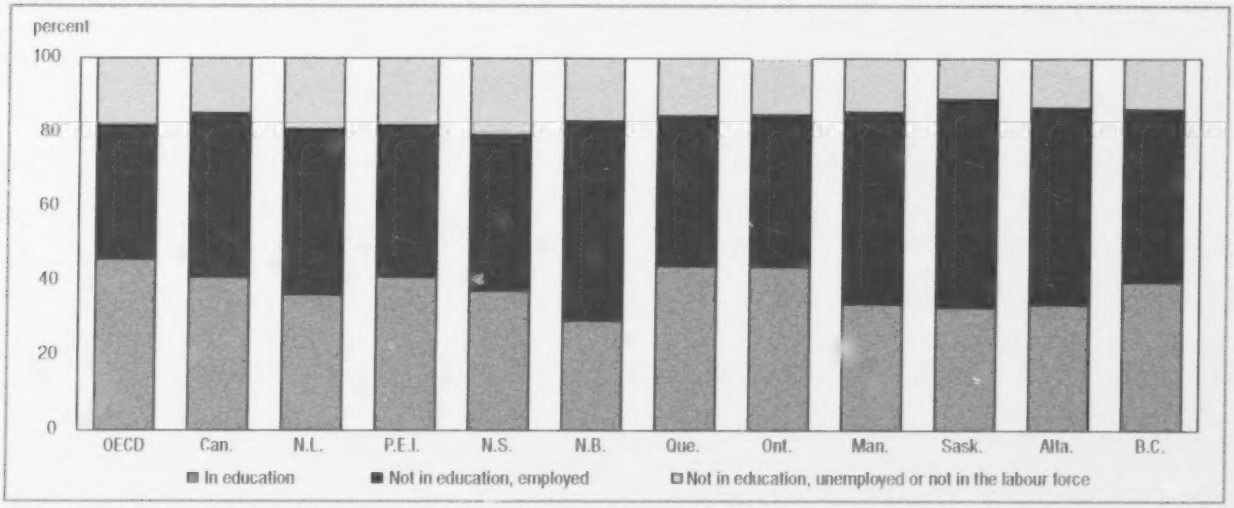
Chart C.2.1.1
Distribution of the 15- to 19-year-old population by education and employment status, 2014



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for the territories are not presented because some data points are not available.
Source: Table C.2.1 and Table C.2.4.

- The majority of youth aged 15 to 19 are still pursuing their education. In Canada in 2014, 84% of young adults aged 15 to 19 were still involved in education, the international average for the OECD countries was 86%.

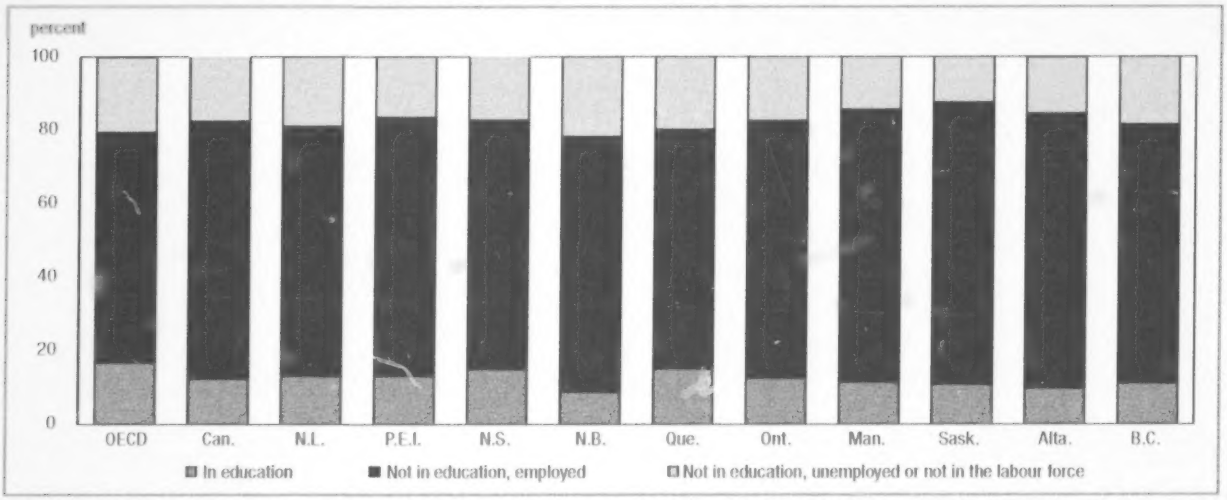
Chart C.2.1.2
Distribution of the 20- to 24-year-old population by education and employment status, 2014



Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for the territories are not presented because some data points are not available.
Source: Table C.2.1 and Table C.2.4.

- The proportion of young adults aged 20 to 24 "in education" in Canada was 41% in 2014, compared with the OECD average of 46%.
- In Canada, 44% of individuals aged 20 to 24 were "not in education" and employed; the corresponding OECD average was 36%.

Chart C.2.1.3
Distribution of the 25- to 29-year-old population by education and employment status, 2014

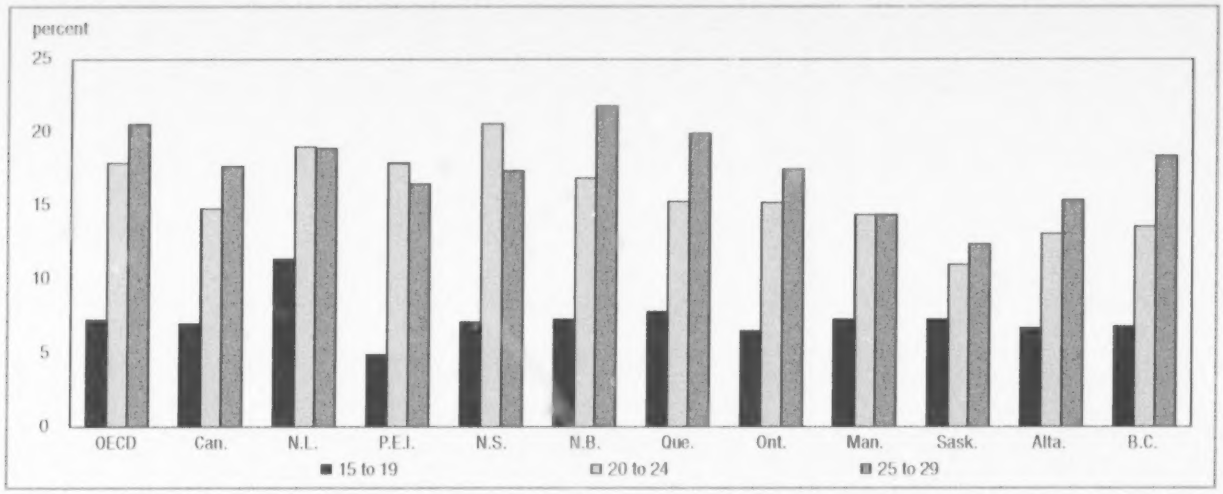


Notes: The "not in education, unemployed or not in the labour force" reflects the combination of two categories to capture the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for the territories are not presented because some data points are not available.
Source: Table C.2.1 and Table C.2.4.

- The recent Canada and OECD figures for individuals aged 25 to 29 who were not in education and employed were 70% and 63%, respectively. Across the provinces, figures ranged from 65% in Quebec to 77% in Saskatchewan.

Neither employed nor in education (NEET)

Chart C.2.2
Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by age group, 2014

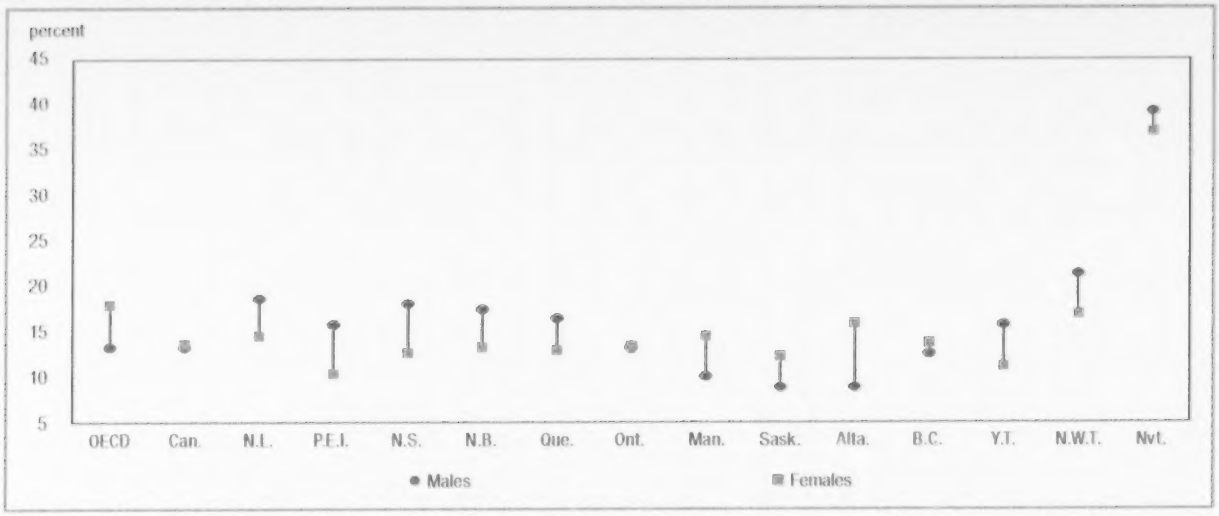


Notes: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for the territories are not available.
Source: Table C.2.4.

- In 2014, 13% of Canada's population aged 15 to 29 was neither employed nor in education (Table C.2.4). This compares with an OECD average of 16%.
- Canada's NEET population aged 15 to 19 was similar to the OECD average (7%). However, the proportions of NEETs in the two older age categories were lower in Canada.
- Among 25- to 29-year-olds, the NEET population ranged in the provinces from 12% in Saskatchewan to 22% in New-Brunswick.

Not in education, not in employment, by sex

Chart C.2.3
Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), by sex, 2014

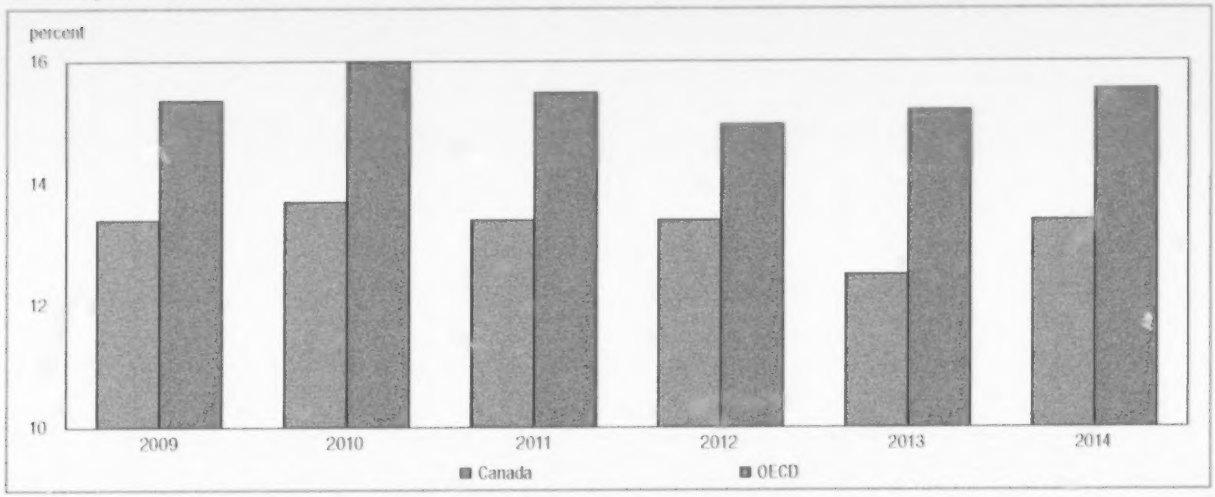


Note: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Source: Table C.2.2.

- In 2014, the variability in the proportion of 15- to 29-year-old NEETS across the provinces was larger for males, ranging from 9% in Saskatchewan and Alberta to 19% in Newfoundland and Labrador.
- Among female NEETS, the variability was less pronounced, ranging from 10% in Prince Edward Island to 16% in Alberta.

Trends for not in education, not in employment population affected by economic downturn

Chart C.2.4
Percentage of 15- to 29-year-olds not in education and not in employment (unemployed or not in the labour force), 2009 to 2014

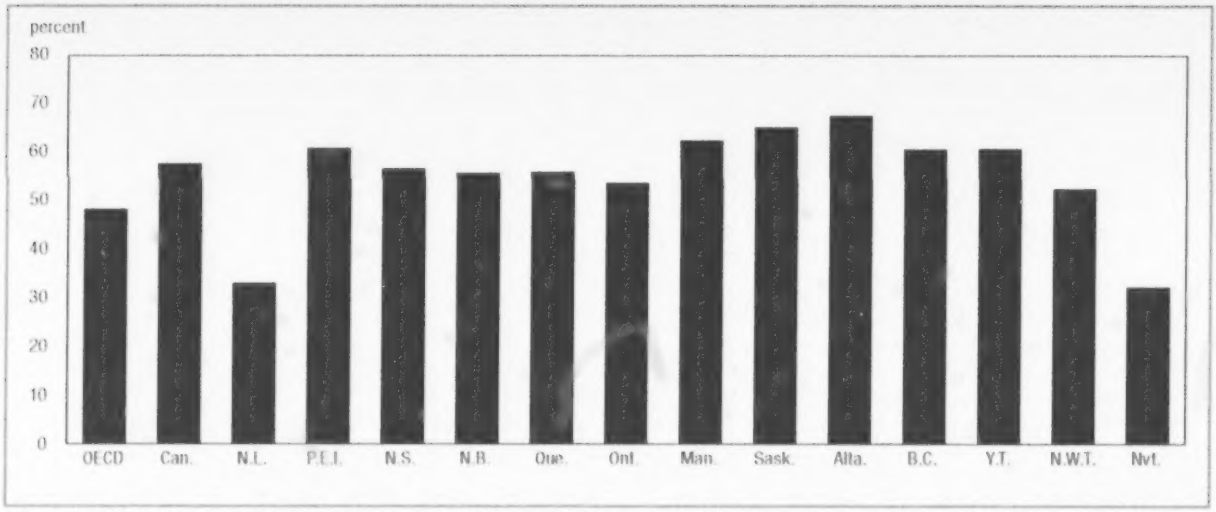


Notes: The combination of the "unemployed" and the "not in the labour force" portions of the overall "not in education" category captures the "NEET" population; that is, those individuals who are not in employment and not in education (or training).
Data for 2010 and 2014 are available in Table C.2.4; the supplementary data used to portray this comparison with the OECD were drawn from the Labour Force Survey.
Source: Table C.2.4 and supplementary Labour Force Survey data.

- The proportion of Canadian youth aged 15 to 29 in the NEET population was consistently smaller than that of the OECD average over the 2009-to-2014 time period.
- In Canada, the proportion of individuals in the NEET population aged 15 to 29 rose in 2010, subsequently fell in all years up to 2013, and returned to 13% (the proportion in 2009) in 2014.

Employment rates

Chart C.2.5
Employment rate of 15- to 19-year-olds not in education, 2014



Note: The employment rate was calculated by dividing the percentage of employed 15- to 19-year-olds who were not in education by the total percentage of 15- to 19-year-olds not in education and multiplying by 100.
Source: Table C.2.1.

- The employment rate for the 15- to 19-year-olds not in education in Canada (58%) was 10 percentage points higher in 2014 compared with the OECD's (48 %) average.
- This percentage ranged widely between the provinces and territories, from 32 % in Nunavut to 68 % in Alberta.

Definitions, sources and methodology

The indicator is calculated using cross-tabulations for the following variables: school attendance, labour force status, sex, age (15 to 29 overall; 15 to 19; 20 to 24; and 25 to 29) and educational attainment (highest level of education attained). Individuals are categorized by their education status (in education or not in education) and their labour force status (employed, unemployed, or not in the labour force). Some historical data are also presented.

The "in education" group captures both full- and part-time students, while "not in education" portrays those who are no longer pursuing a formal education. Employment status is based on International Labour Organization (ILO) guidelines. The *employed* are defined as those who during the survey reference week: (i) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or (ii) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.). The *unemployed* are defined as individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work. And *not in the labour force* captures individuals who are not working and who are not unemployed; i.e., individuals who are not looking for a job.

In addition to those who are employed, the total "not in education" portion of the 15- to 29-year-old population also includes those who are neither employed nor in education (or training). Such individuals are sometimes referred to as the "NEET" population. This captures a somewhat diverse group of young people in a number of possible situations. Some may be part of this group by choice, perhaps taking time off work and/or school to travel or to start families and care for their young children. Some might prefer to be working, but have abandoned the job search temporarily. These people would be seen as "not in the labour force"[1] as opposed to those who are seeking work but are unemployed. The group of people who are not in education and are either "unemployed" or "not in the labour force" is a population that could potentially be at risk for economic and social difficulties. While NEETs are seen in all three age groups that make up the overall 15-to-29 population (Chart C.2.1.1, Chart C.2.1.2 and Chart C.2.1.3), the presence of NEETs in the youngest age group (Chart C.2.1.1) is of most concern, given that one would expect that most 15- to 19-year-old youth would be in school, working towards high school graduation.

The data were obtained from Statistics Canada's Labour Force Survey (LFS), and they cover the first quarter or the average of the first three months of the calendar year, which excludes summer employment. The LFS does not collect data on official work-study programmes in which students might participate; in Canada, these would be considered education in the form of a co-op or student intern programme.

Note: The corresponding OECD indicator is C5, *Transition from school to work: Where are the 15-29 year-olds?*.

1. "Not in the labour force" means that they were not looking for a job, so were neither employed nor unemployed.

Table C.2.1
Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2014

	In education					Not in education				
	Students in work-study programmes[1]	Other Employed	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in labour force[3]	Total, not in education	Total
	percent					percent				percent
OECD average[5]										
15 to 29	...	11.0	2.0	32.7	48.0	36.4	6.9	8.7	52.0	100.0
15 to 19	...	12.3	3.2	67.5	86.3	6.6	2.6	4.8	13.7	100.0
20 to 24	...	15.1	2.4	28.4	45.9	36.2	8.6	9.3	54.1	100.0
25 to 29	...	8.4	1.3	6.5	16.7	62.8	8.8	11.7	83.3	100.0
Canada[6]										
15 to 29	...	17.7	2.4	24.1	44.1	42.4	5.6	7.9	55.9	100.0
15 to 19	...	27.4	5.3	50.7	83.5	9.5	2.7	4.3	16.5	100.0
20 to 24	...	20.0	1.7	19.3	41.0	44.2	6.8	8.0	59.0	100.0
25 to 29	...	6.7	0.6	5.2	12.4	70.0	6.8	10.9	87.6	100.0
Newfoundland and Labrador										
15 to 29	...	14.2	2.0[E]	26.8	43.1	40.3	7.3	9.3	56.9	100.0
15 to 19	...	19.5	4.3[E]	59.2	83.0	5.6[E]	5.6[E]	5.9[E]	17.0	100.0
20 to 24	...	x	x	18.5	36.4	44.6	9.0[E]	10.0	63.6	100.0
25 to 29	...	7.0[E]	x	x	13.1	68.0	7.2[E]	11.8	86.9	100.0
Prince Edward Island										
15 to 29	...	19.6	2.5[E]	26.7	48.7	38.2	7.9	5.1	51.3	100.0
15 to 19	...	31.8	5.1[E]	50.6	87.5	7.6[E]	x	x	12.5	100.0
20 to 24	...	x	x	20.3	41.0	41.0	11.0[E]	6.9[E]	59.0	100.0
25 to 29	...	x	x	6.7[E]	13.1[E]	70.4	9.3[E]	7.2[E]	86.9	100.0
Nova Scotia										
15 to 29	...	16.2	2.9	25.4	44.5	40.2	7.8	7.6	55.5	100.0
15 to 19	...	25.3	7.3	50.8	83.4	9.4	3.7[E]	3.4[E]	16.6	100.0
20 to 24	...	15.9	1.2[E]	20.3	37.4	42.0	11.9	8.7	62.6	100.0
25 to 29	...	7.8[E]	x	x	14.9	67.8	7.0	10.4	85.1	100.0
New Brunswick										
15 to 29	...	13.1	2.0[E]	25.5	40.6	44.0	7.5	7.8	59.4	100.0
15 to 19	...	26.2	5.0[E]	52.5	83.8	9.0	3.8[E]	3.5[E]	16.2	100.0
20 to 24	...	x	x	19.0	29.4	53.6	9.3	7.6[E]	70.6	100.0
25 to 29	...	x	x	4.9[E]	8.8[E]	69.4	9.4	12.4	91.2	100.0
Quebec										
15 to 29	...	21.6	2.7	21.3	45.6	39.8	6.8	7.9	54.4	100.0
15 to 19	...	30.7	5.6	46.0	82.3	9.9	3.0	4.7	17.7	100.0
20 to 24	...	25.5	2.1[E]	16.5	44.1	40.5	7.6	7.7	55.9	100.0
25 to 29	...	9.5	F	4.8	15.0	65.1	9.2	10.7	85.0	100.0
Ontario										
15 to 29	...	17.3	2.8	26.6	46.6	40.1	5.4	7.8	53.4	100.0
15 to 19	...	26.2	6.0	53.8	86.0	7.5	2.4	4.1	14.0	100.0
20 to 24	...	19.9	2.0	22.0	44.0	40.9	6.9	8.3	56.0	100.0
25 to 29	...	6.1	0.6[E]	5.8	12.5	70.0	6.8	10.7	87.5	100.0
Manitoba										
15 to 29	...	17.7	1.9	21.8	41.4	46.4	4.1	8.0	58.6	100.0
15 to 19	...	25.5	4.5	50.5	80.6	12.1	1.8[E]	5.5	19.4	100.0
20 to 24	...	21.7	1.0[E]	11.3	34.0	51.6	6.0	8.4	66.0	100.0
25 to 29	...	6.1	x	x	11.4	74.2	4.4	10.0	88.6	100.0
Saskatchewan										
15 to 29	...	15.4	1.5	21.7	38.6	51.0	3.7	6.8	61.4	100.0
15 to 19	...	29.7	3.7	45.8	79.1	13.6	1.9[E]	5.4	20.9	100.0
20 to 24	...	14.0	1.0[E]	18.0	33.0	56.0	4.9	6.2	67.0	100.0
25 to 29	...	x	x	5.6	10.9	76.7	4.0	8.4	89.1	100.0
Alberta										
15 to 29	...	15.6	1.5	20.2	37.2	50.6	4.4	7.8	62.8	100.0
15 to 19	...	28.8	3.7	47.0	79.4	13.9	3.3[E]	3.4	20.6	100.0
20 to 24	...	15.8	1.0[E]	16.9	33.8	53.1	5.2	7.9	66.2	100.0
25 to 29	...	5.8	x	x	9.7	74.8	4.6	10.9	90.3	100.0
British Columbia										
15 to 29	...	16.2	2.0	25.1	43.3	43.6	4.8	8.3	56.7	100.0
15 to 19	...	26.0	4.7	52.1	82.8	10.4	2.2[E]	4.6	17.2	100.0
20 to 24	...	18.3	0.9[E]	20.5	39.8	46.6	5.9	7.7	60.2	100.0
25 to 29	...	5.2	0.6[E]	5.5	11.2	70.4	6.1	12.3	88.8	100.0
Yukon										
15 to 29	...	x	x	25.2	36.1	50.5	4.7[E]	8.8	63.9	100.0
15 to 19	...	x	x	57.8	80.9	11.6[E]	x	x	19.1[E]	100.0
20 to 24	...	x	...	x	24.1[E]	60.4	x	x	75.9	100.0
25 to 29	...	x	x	x	x	78.0	x	10.1[E]	x	100.0

Table C.2.1
Percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2014 (continued)

	In education					Not in education				
	Students in work-study programmes[1]	Other Employed	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in labour force[3]	Total, not in education	Total
	percent					percent				percent
Northwest Territories										
15 to 29	...	x	x	27.6	38.9	42.0	7.8	11.2	61.1	100.0
15 to 19	...	x	x	55.6	77.1	12.0[E]	x	x	22.9	100.0
20 to 24	...	x	x	19.7	24.4	51.8	12.8[E]	10.9[E]	75.6	100.0
25 to 29	...	x	...	x	12.3	64.6	9.0[E]	14.1[E]	87.7	100.0
Nunavut										
15 to 29	...	x	x	20.3	26.0	35.8	10.4	27.7	74.0	100.0
15 to 19	...	x	x	49.4	61.7	x	x	20.3[E]	38.3	100.0
20 to 24	...	x	...	x	7.7[E]	40.6	14.0	37.8	92.3	100.0
25 to 29	...	x	...	x	x	59.9	x	26.2	x	100.0

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
E use with caution
F too unreliable to be published
1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
5. These averages are from *Education at a Glance 2015: OECD Indicators*, Table C5.2a, Percentage of 15-29 year-olds in education/not in education, by work status, age group and gender (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.
Due to rounding, sub-totals and totals may not match the sum of the individual values.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table C.2.2
Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2014

	In education					Not in education					
							NEETs (not in employment or not in labour force or training)				
	Students in work study[1]	Other employed	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[5]	Total, not in education	Total
	percent										
OECD average[6]											
Both sexes	...	11.0	2.0	32.7	48.0	36.4	6.9	8.7	15.5	52.0	100.0
Males	...	10.4	2.1	32.3	47.0	39.8	7.7	5.7	13.2	53.0	100.0
Females	...	11.9	2.2	33.2	49.1	33.0	6.0	11.9	17.9	50.9	100.0
Canada[7]											
Both sexes	...	17.7	2.4	24.1	44.1	42.4	5.6	7.9	13.4	55.9	100.0
Males	...	14.7	2.5	24.7	41.9	44.9	7.0	6.2	13.2	58.1	100.0
Females	...	20.7	2.3	23.4	46.5	39.9	4.0	9.5	13.6	53.5	100.0
Newfoundland and Labrador											
Both sexes	...	14.2	2.0[E]	26.8	43.1	40.3	7.3	9.3	16.6	56.9	100.0
Males	...	11.1	2.2[E]	26.4	39.7	41.7	10.2	8.4	18.6	60.3	100.0
Females	...	17.4	1.8[E]	27.3	46.5	38.9	4.3[E]	10.2	14.5	53.5	100.0
Prince Edward Island											
Both sexes	...	19.6	2.5[E]	26.7	48.7	38.2	7.9	5.1	13.1	51.3	100.0
Males	...	14.6	2.5[E]	28.8	45.8	38.5	10.9	4.8[E]	15.7	54.2	100.0
Females	...	24.7	2.5[E]	24.5	51.7	38.0	4.9[E]	5.4[E]	10.3	48.3	100.0
Nova Scotia											
Both sexes	...	16.2	2.9	25.4	44.5	40.2	7.8	7.6	15.3	55.5	100.0
Males	...	13.8	2.5[E]	25.9	42.2	39.8	11.0	6.9	18.0	57.8	100.0
Females	...	18.7	3.3[E]	24.8	46.8	40.6	4.4	8.2	12.6	53.2	100.0
New Brunswick											
Both sexes	...	13.1	2.0[E]	25.5	40.6	44.0	7.5	7.8	15.3	59.4	100.0
Males	...	12.2	2.1[E]	25.7	39.9	42.7	10.5	6.8	17.4	60.1	100.0
Females	...	14.1	2.0[E]	25.2	41.4	45.4	4.4[E]	8.8	13.2	58.6	100.0
Quebec											
Both sexes	...	21.6	2.7	21.3	45.6	39.8	6.8	7.9	14.6	54.4	100.0
Males	...	17.5	2.8	21.2	41.4	42.2	9.2	7.1	16.4	58.6	100.0
Females	...	25.8	2.6	21.4	49.8	37.3	4.3	8.6	12.9	50.2	100.0
Ontario											
Both sexes	...	17.3	2.8	26.6	46.6	40.1	5.4	7.8	13.2	53.4	100.0
Males	...	14.8	2.8	27.2	44.8	42.1	6.7	6.4	13.2	55.2	100.0
Females	...	19.8	2.8	25.9	48.5	38.1	4.2	9.2	13.3	51.5	100.0
Manitoba											
Both sexes	...	17.7	1.9	21.8	41.4	46.4	4.1	8.0	12.1	58.6	100.0
Males	...	13.8	1.6	22.8	38.3	51.8	5.3	4.7	10.0	61.7	100.0
Females	...	21.7	2.2	20.8	44.7	40.9	2.9	11.5	14.4	55.3	100.0
Saskatchewan											
Both sexes	...	15.4	1.5	21.7	38.6	51.0	3.7	6.8	10.4	61.4	100.0
Males	...	10.6	1.3[E]	23.1	35.0	56.2	4.3	4.5	8.8	65.0	100.0
Females	...	20.6	1.7[E]	20.2	42.4	45.4	3.0	9.2	12.2	57.6	100.0
Alberta											
Both sexes	...	15.6	1.5	20.2	37.2	50.6	4.4	7.8	12.2	62.8	100.0
Males	...	14.1	2.1	20.4	36.7	54.5	5.3	3.5	8.8	63.3	100.0
Females	...	17.0	0.9[E]	19.9	37.8	46.4	3.5	12.2	15.8	62.2	100.0
British Columbia											
Both sexes	...	16.2	2.0	25.1	43.3	43.6	4.8	8.3	13.1	56.7	100.0
Males	...	12.8	1.9	27.2	41.9	45.6	5.7	6.9	12.5	58.1	100.0
Females	...	19.8	2.1	23.0	44.8	41.5	3.9	9.8	13.7	55.2	100.0
Yukon											
Both sexes	...	x	x	25.2	36.1	50.5	4.7[E]	8.8	13.5	63.9	100.0
Males	...	x	x	21.0[E]	29.5	54.8	6.1[E]	9.6[E]	15.7	70.5	100.0
Females	...	x	x	29.8	43.2	45.8	x	x	11.1[E]	56.8	100.0
Northwest Territories											
Both sexes	...	x	x	27.6	38.9	42.0	7.8	11.2	19.1	61.1	100.0
Males	...	x	x	24.3	36.2	42.5	10.5	10.8	21.3	63.8	100.0
Females	...	x	x	30.8	41.5	41.5	5.2[E]	11.7	16.9	58.5	100.0

Table C.2.2
Percentage of 15- to 29-year-olds in education and not in education, by sex and labour force status, Canada, provinces and territories, 2014 (continued)

	In education					Not in education					
							NEETs (not in employment or not in labour force or training)				
	Students in work study[1]	Other employed	Unemployed[2]	Not in labour force[3]	Total, in education	Employed[4]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[5]	Total, not in education	Total
	percent										
Nunavut											
Both sexes	...	x	x	20.3	26.0	35.8	10.4	27.7	38.2	74.0	100.0
Males	...	x	x	19.8	23.4	37.4	13.6	25.6	39.2	76.6	100.0
Females	...	x	x	20.9[E]	29.1	33.9	6.8[E]	30.2	37.0	70.9	100.0

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
E use with caution
1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the International Labour Organisation (ILO) definition.
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Those who, during the survey reference week, worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).
5. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
6. These averages are from *Education at a Glance 2015: OECD Indicators*, Table C5.2a, Percentage of 15-29 year-olds in education/not in education, by work status, age group and gender (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
7. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Notes: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.
Due to rounding, sub-totals and totals may not match the sum of the individual values.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table C.2.3
Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2014

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent						
OECD average[5]							
Total, all levels of education	48.0	36.4	6.9	8.7	15.5	52.0	100.0
Below upper secondary	68.9	15.7	5.6	9.8	15.4	31.1	100.0
Upper secondary and postsecondary non-tertiary	43.4	40.8	7.5	8.3	15.8	56.6	100.0
Tertiary	25.6	60.9	7.5	6.4	13.7	74.4	100.0
Canada[6]							
Total, all levels of education	44.1	42.4	5.6	7.9	13.4	55.9	100.0
Below upper secondary	72.3	13.4	4.7	9.6	14.3	27.7	100.0
Upper secondary and postsecondary non-tertiary	42.6	42.7	6.2	8.4	14.7	57.4	100.0
Tertiary	24.3	64.8	5.3	5.6	10.9	75.7	100.0
Newfoundland and Labrador							
Total, all levels of education	43.1	40.3	7.3	9.3	16.6	56.9	100.0
Below upper secondary	74.6	7.6[E]	6.0[E]	11.8[E]	17.8	25.4	100.0
Upper secondary and postsecondary non-tertiary	38.3	41.6	10.0	10.2	20.1	61.7	100.0
Tertiary	19.4	71.4	4.0[E]	5.2[E]	9.2[E]	80.6	100.0
Prince Edward Island							
Total, all levels of education	48.7	38.2	7.9	5.1	13.1	51.3	100.0
Below upper secondary	85.1	6.2[E]	3.9[E]	4.9[E]	8.8[E]	14.9	100.0
Upper secondary and postsecondary non-tertiary	47.8	35.9	10.0	6.3[E]	16.3	52.2	100.0
Tertiary	16.0	72.2	8.4[E]	F	11.8[E]	84.0	100.0
Nova Scotia							
Total, all levels of education	44.5	40.2	7.8	7.6	15.3	55.5	100.0
Below upper secondary	77.4	9.0	5.9[E]	7.8	13.7	22.6	100.0
Upper secondary and postsecondary non-tertiary	41.4	38.7	10.3	9.6	19.9	58.6	100.0
Tertiary	22.0	67.2	6.0[E]	4.8[E]	10.8	78.0	100.0
New Brunswick							
Total, all levels of education	40.6	44.0	7.5	7.8	15.3	59.4	100.0
Below upper secondary	78.7	9.1[E]	5.2[E]	6.9[E]	12.2	21.3	100.0
Upper secondary and postsecondary non-tertiary	36.2	45.3	9.1	9.4	18.5	63.8	100.0
Tertiary	14.5	71.8	7.3[E]	6.4[E]	13.7	85.5	100.0
Quebec							
Total, all levels of education	45.6	39.8	6.8	7.9	14.6	54.4	100.0
Below upper secondary	57.7	20.3	8.4	13.6	22.0	42.3	100.0
Upper secondary and postsecondary non-tertiary	40.8	43.1	8.3	7.8	16.1	59.2	100.0
Tertiary	43.4	48.4	3.9	4.2	8.1	56.6	100.0
Ontario							
Total, all levels of education	46.6	40.1	5.4	7.8	13.2	53.4	100.0
Below upper secondary	77.5	10.0	4.0	8.5	12.5	22.5	100.0
Upper secondary and postsecondary non-tertiary	50.5	35.2	5.6	8.7	14.3	49.5	100.0
Tertiary	19.2	68.4	6.3	6.1	12.4	80.8	100.0
Manitoba							
Total, all levels of education	41.4	46.4	4.1	8.0	12.1	58.6	100.0
Below upper secondary	69.5	14.8	3.0[E]	12.7	15.6	30.5	100.0
Upper secondary and postsecondary non-tertiary	36.5	51.4	5.2	6.9	12.1	63.5	100.0
Tertiary	15.7	76.5	3.5[E]	4.3[E]	7.8	84.3	100.0
Saskatchewan							
Total, all levels of education	38.6	51.0	3.7	6.8	10.4	61.4	100.0
Below upper secondary	71.4	16.2	3.2[E]	9.2	12.4	28.6	100.0
Upper secondary and postsecondary non-tertiary	31.0	58.0	4.7	6.3	10.9	69.0	100.0
Tertiary	15.8	77.3	2.1[E]	4.8[E]	6.9	84.2	100.0
Alberta							
Total, all levels of education	37.2	50.6	4.4	7.8	12.2	62.8	100.0
Below upper secondary	69.8	18.8	3.4[E]	8.0	11.4	30.2	100.0
Upper secondary and postsecondary non-tertiary	33.9	52.4	5.1	8.6	13.7	66.1	100.0
Tertiary	13.7	76.2	4.1[E]	6.1	10.1	86.3	100.0
British Columbia							
Total, all levels of education	43.3	43.6	4.8	8.3	13.1	56.7	100.0
Below upper secondary	80.9	8.9	2.4[E]	7.7	10.2	19.1	100.0
Upper secondary and postsecondary non-tertiary	39.1	46.7	5.2	9.0	14.2	60.9	100.0
Tertiary	17.9	68.4	6.3	7.4	13.6	82.1	100.0
Yukon							
Total, all levels of education	36.1	50.5	4.7[E]	8.8	13.5	63.9	100.0
Below upper secondary	76.7	12.7[E]	x	x	10.6[E]	23.3[E]	100.0
Upper secondary and postsecondary non-tertiary	23.6	57.2	x	x	19.2	76.4	100.0
Tertiary	10.8[E]	x	x	x	x	89.2	100.0

Table C.2.3

Percentage of 15- to 29-year-olds in education and not in education, by highest level of education attained and labour force status, Canada, provinces and territories, 2014 (continued)

		Not in education					
			NEETs (not in employment, not in education or training)				
	Total, in education	Employed[1]	Unemployed[2]	Not in labour force[3]	Sub-total, not employed[4]	Total, not in education	Total
	percent						
Northwest Territories							
Total, all levels of education	38.9	42.0	7.8	11.2	19.1	61.1	100.0
Below upper secondary	60.6	16.4	7.5E	15.5	23.1	39.4	100.0
Upper secondary and postsecondary non-tertiary	26.2	52.2	11.3E	10.2E	21.6	73.8	100.0
Tertiary	19.9E	x	x	x	x	80.1	100.0
Nunavut							
Total, all levels of education	26.0	35.8	10.4	27.7	38.2	74.0	100.0
Below upper secondary	32.3	25.2	11.2	31.2	42.5	67.7	100.0
Upper secondary and postsecondary non-tertiary	12.6E	51.1	12.0E	24.3	36.3	87.4	100.0
Tertiary	x	x	...	x	x	x	100.0

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

E use with caution

F too unreliable to be published

1. Those who, during the survey reference week: worked for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or had a job but were temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.)
2. Individuals who were, during the survey reference week, without work, actively seeking employment and currently available to start work.
3. Individuals who were not working and who were not unemployed; i.e., individuals who were not looking for a job.
4. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in the labour force."
5. These averages are from *Education at a Glance 2015: OECD Indicators*, Table C5.3.a, Percentage of 15-29 year-olds in education/not in education, by educational attainment, work status and gender (2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Total for all levels of education comes from Education at a Glance 2015: OECD Indicators, Table C5.2.a. Please see the OECD's Web site at www.oecd.org.
6. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.

Note: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.

Due to rounding, sub-totals and totals may not match the sum of the individual values.

Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Table C.2.4
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2005, 2010 and 2014

	2002[1]			2005		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[2]	Total	Employed	Not employed[2]
	percent					
OECD average[3]						
15 to 29	42.6	42.2	15.3	44.8	40.2	14.9
15 to 19	81.2	10.4	8.6	83.3	8.6	8.2
20 to 24	36.5	45.7	17.7	40.2	42.3	17.4
25 to 29	13.0	67.9	19.7	13.9	67.3	18.7
Canada[4]						
15 to 29	43.3	43.1	13.6	44.1	43.5	12.4
15 to 19	80.2	11.8	8.0	80.3	12.7	7.0
20 to 24	36.5	48.2	15.3	39.2	46.4	14.4
25 to 29	12.7	69.8	17.5	12.4	71.8	15.8
Newfoundland and Labrador						
15 to 29	47.7	31.5	20.8	47.3	33.2	19.5
15 to 19	85.4	5.8[E]	8.8	85.7	6.8[E]	7.4
20 to 24	38.4	39.0	22.6	40.7	37.6	21.6
25 to 29	11.8	54.6	33.6	10.1[E]	58.8	31.1
Prince Edward Island						
15 to 29	45.4	37.6	17.0	44.1	39.2	16.8
15 to 19	83.5	10.5	6.0[E]	82.7	8.8[E]	8.5[E]
20 to 24	32.9	43.3	23.8	34.7	42.1	23.2
25 to 29	11.2	65.4	23.4	6.3[E]	74.0	19.8[E]
Nova Scotia						
15 to 29	42.3	41.9	15.8	43.3	41.0	15.8
15 to 19	82.5	8.9	8.6	79.3	12.1	8.5
20 to 24	33.1	44.6	22.3	35.7	46.2	18.1
25 to 29	8.0[E]	75.2	16.8	10.6	68.0	21.4
New Brunswick						
15 to 29	40.1	42.6	17.4	42.1	42.4	15.5
15 to 19	82.8	9.2	8.0	79.1	12.5	8.4
20 to 24	28.0	49.9	22.1	35.2	46.6	18.2
25 to 29	7.3	70.3	22.4	10.0	69.8	20.1
Quebec						
15 to 29	41.4	43.2	15.4	42.1	44.4	13.5
15 to 19	77.4	12.8	9.8	78.0	13.7	8.2
20 to 24	35.1	48.0	16.9	38.2	46.0	15.8
25 to 29	13.2	67.5	19.4	13.7	70.3	16.0
Ontario						
15 to 29	45.6	42.3	12.1	47.2	41.0	11.8
15 to 19	83.6	10.0	6.4	82.8	10.5	6.6
20 to 24	40.0	46.6	13.4	44.9	41.5	13.6
25 to 29	12.8	70.6	16.5	12.6	72.1	15.3
Manitoba						
15 to 29	41.3	46.3	12.4	42.7	45.2	12.1
15 to 19	77.8	15.7	6.4	78.4	14.7	6.9
20 to 24	30.9	54.3	14.8	33.8	52.2	14.0
25 to 29	11.9	71.7	16.4	12.2	71.8	16.0
Saskatchewan						
15 to 29	45.5	42.6	11.8	40.9	47.7	11.4
15 to 19	81.3	12.1	6.7	77.1	14.9	8.0
20 to 24	34.7	50.2	15.1	29.8	56.9	13.3
25 to 29	11.8	73.4	14.8	9.7	76.9	13.4
Alberta						
15 to 29	39.1	48.9	12.1	39.5	50.1	10.4
15 to 19	73.7	16.1	10.2	76.8	18.1	5.1
20 to 24	30.7	56.5	12.9	31.3	56.5	12.2
25 to 29	12.9	74.0	13.1	11.6	74.7	13.6
British Columbia						
15 to 29	43.9	41.7	14.3	43.2	44.7	12.1
15 to 19	78.6	13.1	8.4	80.2	13.1	6.7
20 to 24	37.9	46.2	15.9	36.1	49.6	14.3
25 to 29	13.7	67.2	19.0	12.1	72.5	15.4
Yukon						
15 to 29	36.2	47.1	16.6	38.7	47.0	14.3
15 to 19	67.4	20.2[E]	12.4[E]	72.9	x	x
20 to 24	18.2[E]	61.5	20.3[E]	22.7[E]	57.5	19.8[E]
25 to 29	x	72.1	x	x	75.7	x

Table C.2.4
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2005, 2010 and 2014 (continued)

	2002[1]			2005		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[2]	Total	Employed	Not employed[2]
	percent					
Northwest Territories						
15 to 29	35.2	46.1	18.7	32.7	48.1	19.2
15 to 19	77.7	11.4[E]	10.9[E]	75.1	11.7	13.2[E]
20 to 24	17.1[E]	58.4	24.4	15.2[E]	57.1	27.7
25 to 29	7.9[E]	70.9	21.2	6.2[E]	76.7	17.1[E]
Nunavut						
15 to 29	...	...	...	32.2	36.5	31.4
15 to 19	...	...	...	66.8	10.7[E]	22.5
20 to 24	...	...	...	F	43.0	39.6
25 to 29	...	...	...	x	59.9	x

	2010			2014		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[2]	Total	Employed	Not employed[2]
	percent					
OECD average[3]						
15 to 29	46.9	37.1	16.0	48.0	36.4	15.5
15 to 19	85.1	6.9	8.3	86.3	6.6	7.2
20 to 24	43.5	37.6	18.8	45.9	36.2	17.9
25 to 29	15.4	64.3	20.3	16.7	62.8	20.5
Canada[4]						
15 to 29	44.1	42.2	13.7	44.1	42.4	13.4
15 to 19	81.5	10.2	8.3	83.5	9.5	7.0
20 to 24	39.4	45.1	15.6	41.0	44.2	14.8
25 to 29	12.8	70.2	16.9	12.4	70.0	17.7
Newfoundland and Labrador						
15 to 29	43.6	34.7	21.7	43.1	40.3	16.6
15 to 19	80.2	8.0[E]	11.7	83.0	5.6[E]	11.4
20 to 24	37.8	34.6	27.6	36.4	44.6	19.0
25 to 29	11.9	62.4	25.6	13.1	68.0	18.9
Prince Edward Island						
15 to 29	47.5	38.1	14.4	48.7	38.2	13.1
15 to 19	85.7	8.5[E]	5.8[E]	87.5	7.6[E]	4.9[E]
20 to 24	37.3	43.9	18.8	41.0	41.0	17.9
25 to 29	12.2[E]	67.8	20.0	13.1[E]	70.4	16.5
Nova Scotia						
15 to 29	43.5	41.0	15.6	44.5	40.2	15.3
15 to 19	83.2	8.1	8.7	83.4	9.4	7.1
20 to 24	35.5	44.4	20.1	37.4	42.0	20.6
25 to 29	9.2	72.8	17.9	14.9	67.8	17.4
New Brunswick						
15 to 29	42.6	42.3	15.1	40.6	44.0	15.3
15 to 19	84.8	8.3	7.0[E]	83.8	9.0	7.3[E]
20 to 24	31.9	48.0	20.0	29.4	53.6	16.9
25 to 29	8.4[E]	72.8	18.8	8.8[E]	69.4	21.8
Quebec						
15 to 29	45.0	41.2	13.8	45.6	39.8	14.6
15 to 19	77.4	12.5	10.1	82.3	9.9	7.8
20 to 24	43.1	42.4	14.5	44.1	40.5	15.3
25 to 29	15.8	67.4	16.8	15.0	65.1	19.9
Ontario						
15 to 29	47.1	38.8	14.1	46.6	40.1	13.2
15 to 19	84.2	7.8	8.0	86.0	7.5	6.5
20 to 24	43.2	39.6	17.2	44.0	40.9	15.2
25 to 29	13.3	69.6	17.1	12.5	70.0	17.5
Manitoba						
15 to 29	41.6	45.7	12.6	41.4	46.4	12.1
15 to 19	79.1	13.5	7.4	80.6	12.1	7.3
20 to 24	31.6	54.0	14.4	34.0	51.6	14.4
25 to 29	12.4	71.2	16.4	11.4	74.2	14.4
Saskatchewan						
15 to 29	38.9	49.0	12.0	38.6	51.0	10.4
15 to 19	78.4	14.6	7.0	79.1	13.6	7.3
20 to 24	28.3	57.5	14.2	33.0	56.0	11.0
25 to 29	10.9	74.3	14.8	10.9	76.7	12.4

Table C.2.4
Trends in the percentage of 15- to 29-year-olds in education and not in education, by age group and labour force status, Canada, provinces and territories, 2002, 2005, 2010 and 2014 (concluded)

	2010			2014		
	In education	Not in education		In education	Not in education	
	Total	Employed	Not employed[2]	Total	Employed	Not employed[2]
	percent					
Alberta						
15 to 29	36.1	51.8	12.1	37.2	50.6	12.2
15 to 19	80.0	12.1	7.9	79.4	13.9	6.7
20 to 24	29.7	59.0	11.3	33.8	53.1	13.1
25 to 29	7.5	76.4	16.1	9.7	74.8	15.4
British Columbia						
15 to 29	43.1	44.1	12.8	43.3	43.6	13.1
15 to 19	81.9	11.5	6.6	82.8	10.4	6.8
20 to 24	37.6	48.2	14.2	39.8	46.6	13.6
25 to 29	13.8	69.3	16.9	11.2	70.4	18.4
Yukon						
15 to 29	36.0	44.5	19.4	36.1	50.5	13.5
15 to 19	69.1	17.0[E]	13.9[E]	80.9	x	x
20 to 24	16.2[E]	59.2	24.5[E]	24.1[E]	60.4	15.5[E]
25 to 29	x	69.7	x	x	78.0	x
Northwest Territories						
15 to 29	39.3	40.4	20.3	38.9	42.0	19.1
15 to 19	76.8	8.0[E]	15.2	77.1	12.0[E]	10.9
20 to 24	23.5[E]	50.3	26.1[E]	24.4	51.8	23.8
25 to 29	8.0[E]	71.1	20.9[E]	12.3	64.6	23.1[E]
Nunavut						
15 to 29	33.8	31.6	34.6	26.0	35.8	38.2
15 to 19	66.9	10.0	23.1	61.7	12.3[E]	26.0[E]
20 to 24	18.3	34.9	46.8	7.7[E]	40.6	51.8
25 to 29	x	57.7	x	x	59.9	x

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
1. Adjustments are made to LFS data every five years after new population estimates become available following the most recent census. At that time, all LFS data back to the previous census is re-weighted using the new population estimates (since the new population estimates will cover the inter-censal period between the two most recent censuses), and all corresponding historical LFS estimates are revised. At the beginning of 2015, all estimates were adjusted to reflect 2011 Census population counts and LFS estimates have been revised back to January 2001. Since the 2000 data is unavailable, we have included the 2002 data for comparability purposes (as was reported in Education at a Glance 2014).
2. Reflects those who were "unemployed" or "not in the labour force." In the Labour Force Survey (LFS), those individuals who are, during the survey reference week, without work, actively seeking employment and currently available to start work are categorized as unemployed. Individuals who are not working and who are not unemployed (individuals who are not looking for a job) are categorized as "not in labour force."
3. These averages are from *Education at a Glance 2015: OECD Indicators*, Table C5.2b (web only) Trends in the percentage of young people in education/not in education, employed or not, by age group and gender (2000, 2005, 2010 and 2014), which presents the most recent available data for the Organisation for Economic Co-operation and Development's member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
4. Labour Force Survey (LFS) estimates for Canada are derived using the results of the LFS in the provinces; the territories are not included.
Note: Estimates for small geographic areas, for small groups, or for cross-classified variables will be associated with larger variability.
Due to rounding, sub-totals and totals may not match the sum of the individual values.
Sources: Statistics Canada, Labour Force Survey (LFS); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*.

Chapter D

The learning environment and organization of schools

D1 Instruction time

Context

This indicator examines the amount of time, as established in public regulations, that Canadian students aged 6 to 17 must spend in class. More precisely, this indicator shows the annual number of hours of intended instruction time in the curriculum for students by single age (ages 6 to 17). This information is for Canadian public institutions in 2014/2015 (the 2014/2015 school year). Data are presented for Canada, and for the provinces and territories.[1]

Instruction time in formal classroom settings accounts for a large portion of the public investment in student learning and is a central component of effective schooling. The amount of instruction time available to students is the amount of formal classroom teaching they receive and can therefore determine their opportunities for effective learning. It is also central to education policy decision-making. Matching resources with students' needs and making optimal use of time are major challenges for education policy. The main costs of education are the use and deployment of teacher resources, institutional maintenance and other educational resources. The length of time during which these resources are made available to students is thus an important factor influencing the budget in education.

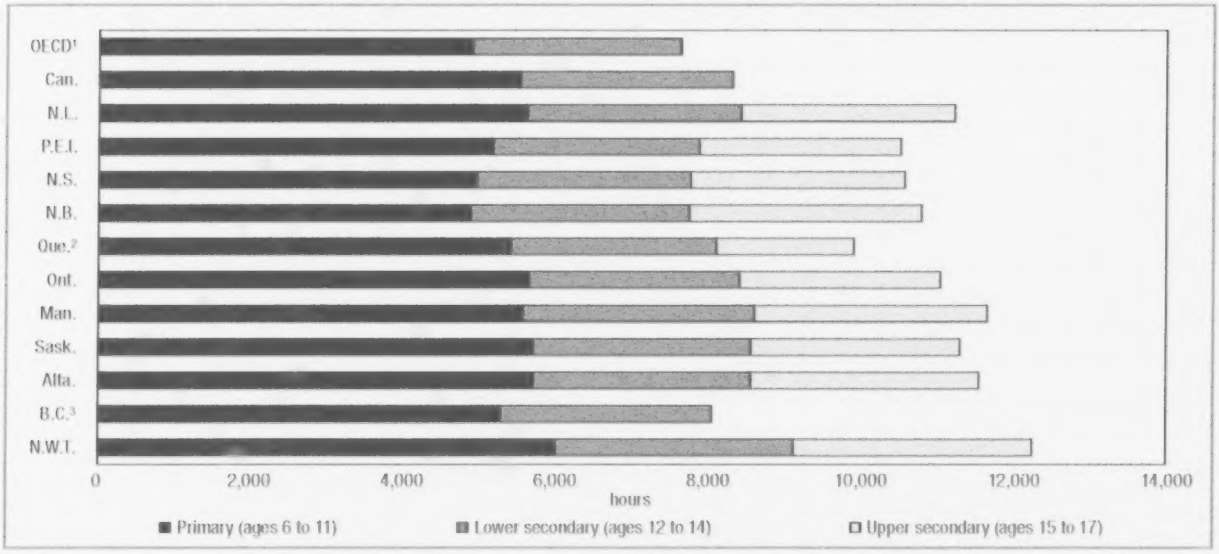
In combination with the information on teachers' salaries presented in Indicator D2 and teacher working time in Indicator D3, this indicator on instruction time contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contribute to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

1. This includes only those jurisdictions that reported intended instruction time for all ages. Data for 2014/2015 were not available for Yukon and Nunavut.

Observations

Intended instruction time by level of education

Chart D.1.1
Total number of cumulative intended instruction hours in public institutions, by level of education, 2014/2015



1. The average for the upper secondary level for the OECD is not available.
2. Upper secondary education ends in Grade 11 (age 17). Further studies are completed in the CEGEP system in Quebec.
3. Data for upper secondary education for British Columbia are incomplete; therefore, this level is not presented in the chart.

Note: Data for Yukon and Nunavut are not available.
Source: Table D.1.1.

- In Canada[2], total cumulative intended instruction time was highest in the Northwest Territories at 12,252 hours. It was lowest in Prince Edward Island at 10,514 hours.
- The average total cumulative intended instruction time in formal classroom settings for primary level education (ages 6 to 11) and lower secondary level education (ages 12 to 14) was 5,517 and 2,789 hours, respectively.
- In comparison, average total intended time was lower for the OECD countries on average with 4,886 at the primary level and 2,740 hours at the lower secondary level.
- The total intended instruction time for students in upper secondary institutions (ages 15 to 17[3]) varied from 2,640 hours each in Prince Edward Island and Ontario to 3,135 hours in the Northwest Territories.

2. Data for ages 16 and 17 in British Columbia were not available for 2014/2015.
3. In Quebec, the total intended instruction time was 1,800 hours and includes only Grades 10 and 11, as high school ends at Grade 11 or age 16. After Grade 11, students in Quebec pursue their studies in the CEGEP system.

Definitions, sources and methodology

Data on instruction time are from the 2014 OECD-INES, Eurydice – OECD Instruction Time Data Collection 2014 and refer to the 2014/2015 school year. Instruction time for 6- to 17-year-old students refers to the formal number of 60-minute hours per school year organized by the school for class instructional activities in the 2014/2015 reference year. Hours lost when schools are closed for statutory holidays are excluded.

Intended instruction time refers to the number of hours per year during which students receive instruction in the compulsory (this refers to the amount and allocation of instruction time that every public school must provide and all public-sector students must attend) and non-compulsory parts of the curriculum. The total compulsory curriculum comprises the compulsory core curriculum, as well as the compulsory flexible curriculum and non-compulsory parts of the curriculum. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring, or private study done before or after school.

Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.

The average for Canada is calculated by weighting the figures for provinces and territories by the population of children as of July 1, 2014 by single age (6 to 17) in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada-level average.

Calculation of instruction time by jurisdiction

Jurisdiction	Source/Notes on calculation of instruction time
Newfoundland and Labrador	The *Schools Act* sets the minimum instruction hours per day (kindergarten (age 5), 2½ hours; Grades 1 to 12 (ages 6 to 17), 5 hours). The collective agreement between the province and the teachers' association allows schools to provide up to a maximum of 5 hours of instruction per day for Grades 1 to 3. Compulsory and intended instruction time is 5 hours of instruction time per day multiplied by the number of instruction days (187) in a year.
Prince Edward Island	Instruction times for ages 5 to 14 are total minutes per day devoted to a subject multiplied by 181 (the number of instructional days in 2014-2015). Minutes per day for each subject are set in the following provincial documents: *Elementary Program of Studies and Authorized Materials, Intermediate Program of Studies and Authorized Materials, and Minister's Directive No. MD 99-05: Intermediate School Subject Time Allotments*. Instruction time for age 15 is based on 8 credits per year at 110 hours per credit as set in Minister's Directive No. MD 11-02 and the Senior High Program of Studies and Authorized Materials.
Nova Scotia	The *Ministerial Education Act Regulations* set the minimum instruction time per day as 4 hours for Grades 1 to 2 and 5 hours for Grades 3 to 12. Regulated minimum instruction time includes recess for Grades 1 to 6. Compulsory and intended instruction time are calculated based on the minimum instruction time per day (less 15 minutes per day for recess for ages 6 to 11) multiplied by the number of instructional days (187) per year.
New Brunswick	Instruction time is based on the minimum number of hours of instruction per day set in the *New Brunswick Regulation 97-150 under the Education Act* (4 hours per day for kindergarten to Grade 2, 5 hours per day for Grades 3 to 8, 5½ hours per day for Grades 9 to 12). Compulsory and intended instruction time is the minimum instruction time per day, less 20 minutes per day for recess for ages 6 to 10 and 16 minutes per day for flexible scheduling /movement for ages 11 to 15 multiplied by the number of instructional days (185) per year.
Quebec	Compulsory and intended instruction time is based on the suggested number of hours for compulsory subjects in elementary and secondary, outlined in the *Basic School Regulation for Preschool, Elementary and Secondary Education*.
Ontario	*Ontario Regulation 298* states that the length of the instructional program of each school day for pupils of compulsory school age should be not less than 5 hours a day. This excludes recess and scheduled intervals between classes. For ages 6 to 13, compulsory and intended instruction time is 5 hours of instruction multiplied by 188 instructional days per *Ontario Regulation 304*. Based on the *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirement, 2011 (OS)*, for ages 14 to 15, instruction time is based on 8 credits at 110 hours per credit.
Manitoba	*Manitoba Regulation 101/95* states that the instructional day in a school must be not less than 5.5 hours including recesses but not including the midday intermission. For Grades 1 to 6, the instructional day is 5 hours. For Grades 7 through 12, the instructional day is 5.5 hours. The total compulsory and intended instructional time is the hours of the instructional day multiplied by the average number of 185 instructional days in a school year.
Saskatchewan	*Time and Credit Allocations - Core Curriculum: Principles, Time Allocations, and Credit Policy (updated June 2011)* provides the required minutes per subject per week for each grade. Those were divided by 60 to calculate (to two decimal places) the number of hours per week. The resulting value was multiplied by a factor of 38 (weeks in school year) to obtain hours per year. The decrease from 2013-14 to 2014-15 in the total number of cumulative intended instruction hours for upper secondary education in Saskatchewan is not the result of a policy change, but due to a methodological change in categorizing complex course offerings, pathways, and flexibilities across the Saskatchewan Grade 10-12 curricula.
Alberta	In accordance with section 39(1)(c) of the *School Act, the Guide to Education* stipulates that schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade. Schools must also ensure that students in Grades 10 to 12 have access to a minimum of 1,000 hours of instruction per school year.
British Columbia	Compulsory and intended instruction time is based on the *School Act Regulation* that sets the total yearly hours of instruction for students.
Northwest Territories	Compulsory and intended instruction time is based on the *Northwest Territories Education Act* which states that a school day shall consist of no less than 997 hours per year for Grades 1 to 6 and no less than 1,045 hours per year for Grades 7 to 12.

Note: The corresponding OECD indicator is D1, *How much time do students spend in the classroom?*

Table D.1.1

Intended instruction time[1,2,3] in public institutions, ages 6 through 17, by age, Canada, provinces and territories, 2014/2015

	Total intended instruction time											
	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17
	number of hours per year											
OECD average[4]	798	783	799	804	844	858	895	919	926	940	..	..
Canada[5]	914	914	922	922	922	923	928	937	924	943	...	...
Newfoundland and Labrador[1]	935	935	935	935	935	935	935	935	935	935	935	935
Prince Edward Island[1]	860	860	860	860	860	860	905	905	905	880	880	880
Nova Scotia	701	701	888	888	888	888	935	935	935	935	935	935
New Brunswick	678	678	863	863	863	925	925	925	1,018	1,018	1,018	1,018
Quebec	900	900	900	900	900	900	900	900	900	900	900	...
Ontario[6]	940	940	940	940	940	940	940	940	880	880	880	880
Manitoba	925	925	925	925	925	925	1,018	1,018	1,018	1,018	1,018	1,018
Saskatchewan	950	950	950	950	950	950	950	950	950	1,000	925	825
Alberta	950	950	950	950	950	950	950	950	950	1,000	1,000	1,000
British Columbia	878	878	878	878	878	878	878	952	952	952	...	...
Yukon	..	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	997	997	997	997	997	997	1,045	1,045	1,045	1,045	1,045	1,045
Nunavut	..	..	..	..	..	..	..	..	..	..	..	..

.. not available for a specific reference period

... not applicable

1. Unless otherwise specified, instruction time is based on the minimum requirements for instruction time in provincial or territorial legislation, regulation, or policy.

2. "Intended instruction time" refers to the number of hours of instruction per year for which students are entitled as parts of the curriculum.

3. Education is compulsory up to the age of 16 in every Canadian jurisdiction, except for Manitoba, Ontario, New Brunswick and Nunavut, where education is compulsory up to the age of 18.

4. These averages are from *Education at a Glance 2015: OECD Indicators*, Table D1.4 (Web only), Instruction time in compulsory general education, by age (2015), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

5. The average for Canada is calculated by weighting the figures for provinces and territories by the population of children, as of January 1, 2014, for the single ages 6 to 17 in each jurisdiction. All jurisdictions except Yukon and Nunavut are taken into account in the Canada average.

6. In Ontario, the figures reported for ages 6 to 13 are based on provisions outlined in provincial regulations.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), Eurydice-OECD Instruction Time Data Collection 2014.

D2 Teachers' salaries

Context

This indicator presents annual statutory salaries for teachers at the start of their careers, after 10 and 15 years' experience, and once they have reached the top of the salary scale. These categories reflect salaries for teachers with the most common or typical minimum level of training required for certification in public elementary and secondary educational institutions. All data on these salaries are presented for teachers teaching at the three levels in the International Standard of Classification (ISCED) categories: primary (ISCED 1); lower secondary (ISCED 2); and upper secondary (ISCED 3) education.[1]

Teachers' salaries represent the single largest expense in education (see Indicator B3 in this report). A comparison of salary figures at different points reveals some useful information on basic salary structures and the points of salary advancement in a teaching career. Salaries and the accompanying working conditions contribute towards developing, attracting and then retaining qualified teachers. Thus any compensation issue should be a major consideration for policy-makers or others in the education field who want and need to maintain a high quality of instruction while balancing their education budgets. At the same time, any interpretation of international comparisons of teacher compensation, including salaries, should be considered with several other factors in mind. While the salary figures for this particular indicator have taken differences in cost of living for Canada and its fellow OECD countries into account, it is not possible to capture all differences in taxation, social benefits and allowances, or any other additional payments that teachers may receive.

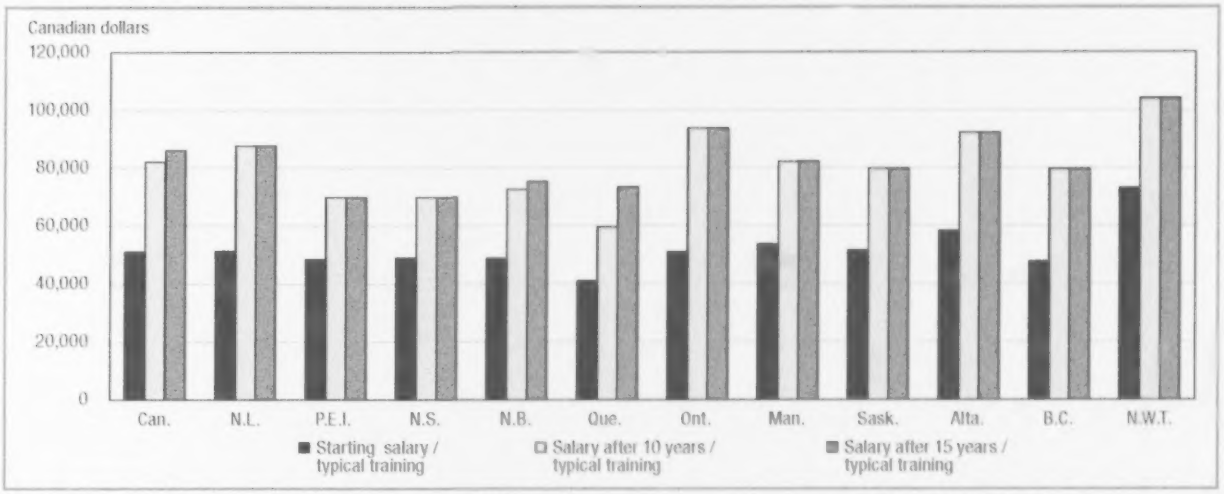
In combination with the information on instruction time and teachers' working time, presented in Indicators D1 and D3, respectively, this indicator on teachers' salaries contributes to the development of a set of key measures for full-time teachers in public institutions that, in turn, contributes to expanding the context for discussion of quality of instruction and understanding certain aspects of education processes.

1. See the "ISCED classifications and descriptions" section in this report's Notes to readers for brief descriptions of the ISCED categories.

Observations

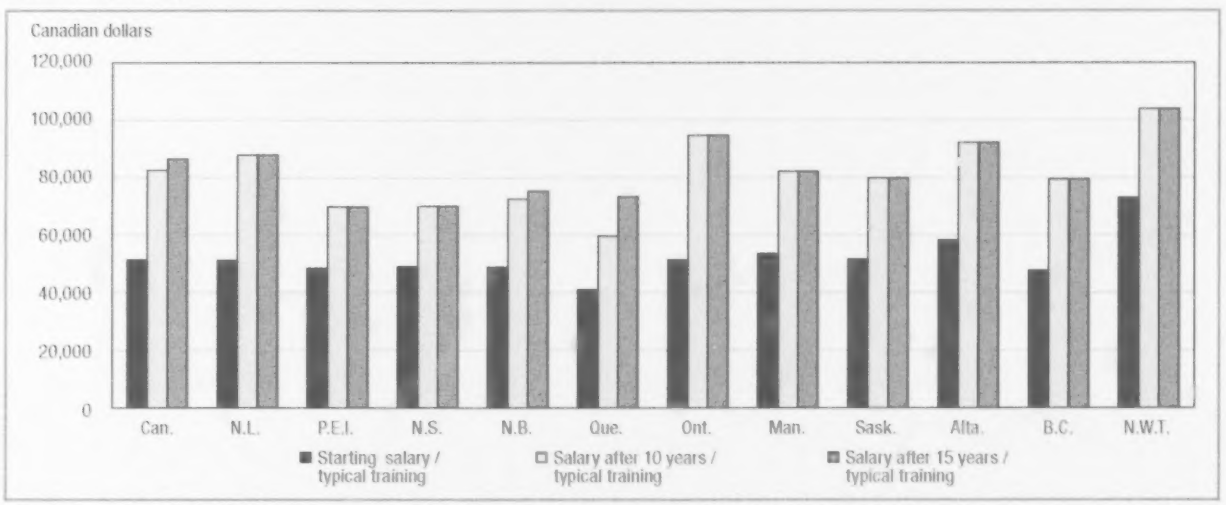
Salaries by ISCED level

Chart D.2.1.1
Annual statutory teachers' salaries, full-time teachers in primary and lower secondary institutions, by teaching experience, Canadian dollars, 2012/2013



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 1 and 2 (primary and lower secondary) levels, as reported for the 2012/2013 school year.
Data for Yukon and Nunavut are not available.
Source: Table D.2.1.

Chart D.2.1.2
Annual statutory teachers' salaries, full-time teachers in upper secondary institutions, by teaching experience, Canadian dollars, 2012/2013



Notes: Reflects salaries for full-time teachers in public institutions at the ISCED 3 (upper secondary) level, as reported for the 2012/2013 school year.
Data for Yukon and Nunavut are not available.
Source: Table D.2.1.

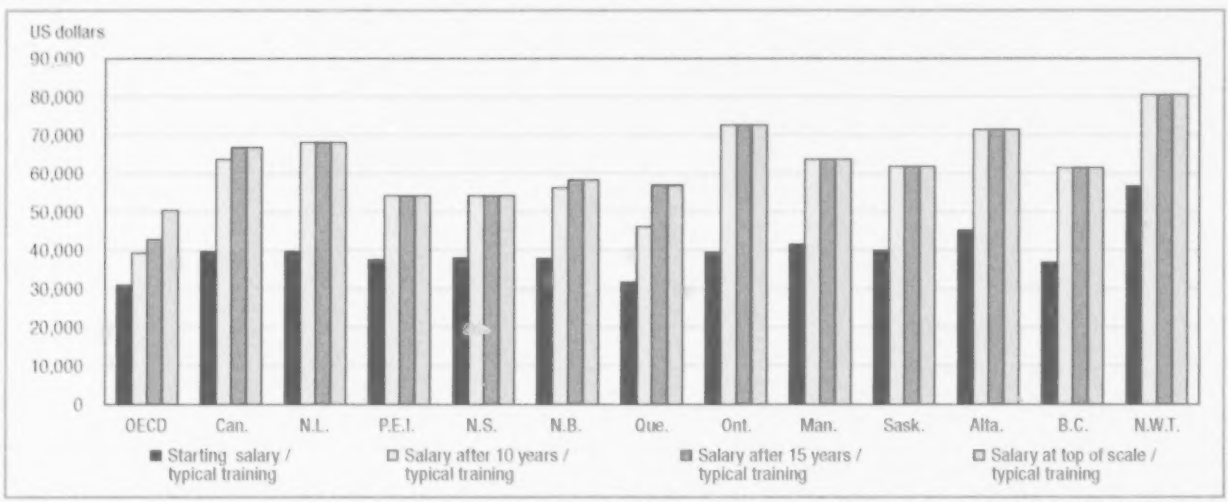
- In Canada, salaries for full-time teachers in public elementary and secondary schools were fairly consistent across levels of teaching in 2012/2013, particularly after several years of teaching experience had been acquired.
- By contrast, in many of the countries that recently reported to the Organisation for Economic Co-operation and Development (OECD), teachers' salaries tended to rise with the level of education taught.

Salaries throughout career experience

- In all jurisdictions except Quebec, teachers' at all three teaching levels had reached the top, or near the top, of the pay scales after 10 years' experience, typically making around one and a half times their starting salaries.
- In Quebec, teachers did not reach the top of the pay scale until after 15 years' experience. Unlike other jurisdictions, in Quebec, the salary for 15 years' experience/top of scale was about $13,783 more than for teachers who had reached the 10-year point on the on the salary scale.

International comparison of salary levels

Chart D.2.2
Annual statutory teachers' salaries, full-time teachers in lower secondary institutions, by teaching experience, US dollars, 2012/2013



Notes: Reflects salaries, in US dollars converted using purchasing power parities, for full-time teachers in public institutions at the ISCED 2 (lower secondary) level, 2012/2013 school year. Data for Yukon and Nunavut are not available.
Source: Table D.2.2.

- Full-time teachers in public institutions in Canada receive higher salaries overall compared with those in other OECD countries.
- In Canada, teachers in most provinces/territories reached the top of the salary range at 10 years of experience. This is, in general, sooner than teachers in other OECD countries whose salaries continued to increase beyond 10 and 15 years' experience.

Definitions, sources and methodology

The data on annual statutory teachers' salaries were derived from the 2014 OECD-INES Teacher's Salaries and Working Time Survey and reflect the 2012/2013 school year. All information has been reported in accordance with formal policies for public educational institutions.

"Statutory salaries" refer to salaries according to official pay scales and schedules. In Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Saskatchewan, Yukon and the Northwest Territories, the annual statutory salaries are based on 2012/2013 salary scales in collective agreements between each jurisdiction's teachers' unions/associations/federations and the provincial or territorial government. In some provinces, however, namely Ontario, Manitoba, Alberta and British Columbia, these pay scales are established at the school-board level and there is no province-wide bargaining.[2]

The salaries reported are gross (total sum paid by the employer); i.e., they do not include the employer's contribution to social security and pension (according to existing salary scales). It is gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that are paid by the employees (even if deducted automatically from the employee's gross salary by the employer). Salaries are "before tax" (before deductions for income taxes). Gross teachers' salaries are presented in current Canadian dollars, to be compared with the averages for Canada, which were derived from the provincial values (Table D.2.1). The average salary for Canada was calculated as a weighted average of all provinces (the Northwest Territories[3], Yukon[4] and Nunavut[4] are not included). Weights used depend on the salary calculated. For teachers at the beginning of their careers (starting salaries), the number of full-time educators younger than 30 was used. For teachers with 10 years of experience, the number of full-time educators aged 35 to 44 years was used. And, for teachers with 15 years of experience, as well as those at the top of the salary scale, the number of full-time educators aged 45 or older was used. The Northwest Territories are excluded from the Canada average because the Elementary-Secondary Education Survey (ESES) does not report a breakdown by age for the number of full-time educators. Salaries have also been converted to US dollars (Table D.2.2) using the purchasing power parity (PPP)[5] for private consumption from the OECD National Accounts database.

"Starting salaries" capture the scheduled gross salary per year for a full-time teacher with the most common or typical level of training at the beginning of a teaching career. Salaries after 10 and 15 years of experience refer to the scheduled annual salaries of full-time classroom teachers who have the most common or typical training of teachers at the beginning of their career after 10 or 15 years of experience. The starting salaries and salaries for teachers after 10 and 15 years of experience reported for Ontario differ from other provinces and territories. The figures for Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming the most common level of qualifications among teachers in Ontario at the relevant experience level.

Note: The corresponding OECD indicator is D3, *How much are teachers paid?*

2. In Ontario, the estimates are the midpoint of the range that is funded by the province. In Manitoba, estimates are averages across all school boards. In Alberta, the salaries shown reflect averages weighted on the student population in each school board. In British Columbia, salaries are those of the Surrey School District.
3. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators.
4. Data for the 2012/2013 school year were not available for Yukon and Nunavut.
5. For Canada, the PPP adjustment factor for 2012/2013 is 1.290 US$/CAN$, which takes into account differences in cost of living across countries. A similar adjustment for comparisons across provinces and territories could not be done as it would require provincial/territorial figures for PPP, which have not yet been developed.

Table D.2.1

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, Canadian dollars, Canada, provinces and territories, 2012/2013

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	Canadian dollars				ratio	Canadian dollars				ratio	years
Canada[2]	51,145	82,069	86,130	86,130	1.68	51,145	82,069	86,130	86,130	1.68	11
Newfoundland and Labrador	51,166	87,792	87,792	87,792	1.72	51,166	87,792	87,792	87,792	1.72	9
Prince Edward Island	48,320	69,830	69,830	69,830	1.45	48,320	69,830	69,830	69,830	1.45	10
Nova Scotia	48,980	69,907	69,907	69,907	1.43	48,980	69,907	69,907	69,907	1.43	10
New Brunswick	48,793	72,594	75,241	75,241	1.54	48,793	72,594	75,241	75,241	1.54	11
Quebec	40,952	59,567	73,350	73,350	1.79	40,952	59,567	73,350	73,350	1.79	15
Ontario[3]	50,768	93,697	93,697	93,697	1.85	50,768	93,697	93,697	93,697	1.85	10
Manitoba[4]	53,504	82,190	82,190	82,190	1.54	53,504	82,190	82,190	82,190	1.54	10
Saskatchewan[5]	51,476	79,706	79,706	79,706	1.55	51,476	79,706	79,706	79,706	1.55	10
Alberta[4]	58,223	92,067	92,098	92,098	1.58	58,223	92,067	92,098	92,098	1.58	11
British Columbia	47,560	79,344	79,344	79,344	1.67	47,560	79,344	79,344	79,344	1.67	10
Yukon	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	72,993	103,901	103,901	103,901	1.42	72,993	103,901	103,901	103,901	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	Canadian dollars				ratio
Canada[2]	51,360	82,484	86,543	86,543	1.69
Newfoundland and Labrador	51,166	87,792	87,792	87,792	1.72
Prince Edward Island	48,320	69,830	69,830	69,830	1.45
Nova Scotia	48,980	69,907	69,907	69,907	1.43
New Brunswick	48,793	72,594	75,241	75,241	1.54
Quebec	40,952	59,567	73,350	73,350	1.79
Ontario[3]	51,263	94,612	94,612	94,612	1.85
Manitoba[4]	53,504	82,190	82,190	82,190	1.54
Saskatchewan[5]	51,476	79,706	79,706	79,706	1.55
Alberta[4]	58,223	92,067	92,098	92,098	1.58
British Columbia	47,560	79,344	79,344	79,344	1.67
Yukon	..	..	..	..	..
Northwest Territories	72,993	103,901	103,901	103,901	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. Annual statutory salaries are presented in current Canadian dollars without adjustments for differences in cost of living between provinces. The annual statutory salaries are based on 2012-2013 salary scales in collective agreements.

2. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). Reflects public institutions in submitting jurisdictions, as reported in the 2012/2013 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories is not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

3. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming the most common level of qualifications among teachers in Ontario at the relevant experience level. The salaries reported for ISCED 1 (Primary) and ISCED 2 (Lower Secondary) include Ontario elementary teachers' salaries and those for ISCED 3 (Upper Secondary) include Ontario secondary teachers' salaries. In Ontario, salary grids were established at the school board level. In 2014, the School Boards Collective Bargaining Act created a framework for province-wide bargaining on central issues, including salary increases.

4. In Manitoba and Alberta, salaries are negotiated at the school board level. The salaries shown reflect averages weighted on the number of students in each school board.

5. In Saskatchewan, salaries are based on Class IV of the Provincial Collective Bargaining Agreement between the boards of education, the government of Saskatchewan and the teachers of Saskatchewan.

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES) 2014 Survey on Teachers and the Curriculum.

Table D.2.2

Annual statutory teachers' salaries[1] in public institutions, by level of education taught and teaching experience, US dollars, Canada, provinces and territories, 2012/2013

	ISCED 1 (Primary education)					ISCED 2 (Lower secondary education)					
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
	US dollars				ratio	US dollars				ratio	years
OECD[2]	29,807	37,795	41,245	48,706	1.66	31,013	39,268	42,825	50,414	1.65	24
Canada[3]	39,660	63,639	66,788	66,788	1.68	39,660	63,639	66,788	66,788	1.68	11
Newfoundland and Labrador	39,676	68,077	68,077	68,077	1.72	39,676	68,077	68,077	68,077	1.72	9
Prince Edward Island	37,469	54,148	54,148	54,148	1.45	37,469	54,148	54,148	54,148	1.45	10
Nova Scotia	37,981	54,208	54,208	54,208	1.43	37,981	54,208	54,208	54,208	1.43	10
New Brunswick	37,836	56,292	58,344	58,344	1.54	37,836	56,292	58,344	58,344	1.54	11
Quebec	31,756	46,190	56,878	56,878	1.79	31,756	46,190	56,878	56,878	1.79	15
Ontario[4]	39,367	72,656	72,656	72,656	1.85	39,367	72,656	72,656	72,656	1.85	10
Manitoba[5]	41,489	63,733	63,733	63,733	1.54	41,489	63,733	63,733	63,733	1.54	10
Saskatchewan[6]	39,916	61,807	61,807	61,807	1.55	39,916	61,807	61,807	61,807	1.55	10
Alberta[5]	45,148	71,392	71,416	71,416	1.58	45,148	71,392	71,416	71,416	1.58	11
British Columbia	36,880	61,526	61,526	61,526	1.67	36,880	61,526	61,526	61,526	1.67	10
Yukon	..	..	..	..	..	..	..	..	..	..	..
Northwest Territories	56,601	80,568	80,568	80,568	1.42	56,601	80,568	80,568	80,568	1.42	10
Nunavut	..	..	..	..	..	..	..	..	..	..	..

	ISCED 3 (Upper secondary education)				
	Starting salary / typical training	Salary after 10 years of experience / typical training	Salary after 15 years of experience / typical training	Salary top of scale / typical training	Ratio of salary at top of scale to starting salary
	US dollars				ratio
OECD[2]	32,260	41,077	44,600	52,822	1.66
Canada[3]	39,826	63,961	67,108	67,108	1.69
Newfoundland and Labrador	39,676	68,077	68,077	68,077	1.72
Prince Edward Island	37,469	54,148	54,148	54,148	1.45
Nova Scotia	37,981	54,208	54,208	54,208	1.43
New Brunswick	37,836	56,292	58,344	58,344	1.54
Quebec	31,756	46,190	56,878	56,878	1.79
Ontario[4]	39,751	73,365	73,365	73,365	1.69
Manitoba[5]	41,489	63,733	63,733	63,733	1.54
Saskatchewan[6]	39,916	61,807	61,807	61,807	1.55
Alberta[5]	45,148	71,392	71,416	71,416	1.58
British Columbia	36,880	61,526	61,526	61,526	1.67
Yukon	..	..	..	..	..
Northwest Territories	56,601	80,568	80,568	80,568	1.42
Nunavut	..	..	..	..	..

.. not available for a specific reference period

1. The annual statutory salaries are based on 2012-2013 salary scales in collective agreements. Salaries have been converted to US dollars using the 2012/2013 purchasing power parity (PPP) for private consumption for Canada from the Organisation for Economic Co-operation and Development (OECD) National Accounts database. Although this PPP takes into account differences in cost of living across countries, it was not possible to make a similar adjustment for provinces and territories.

2. These averages are from *Education at a Glance 2015: OECD Indicators*, Table D3.1a, Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2013) and Table D3.3a, Comparison of teachers' statutory salaries, based on typical qualifications (2013), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.

3. Weighted averages based on the number of full-time educators: younger than 30 (for "Starting salary/typical training"); aged 35 to 44 (for "Salary after 10 years of experience/typical training"); or aged 45 or older (for "Salary after 15 years of experience/typical training" and "Salary at the top of the scale/typical training"). Reflects public institutions in submitting jurisdictions, as reported in the 2012/2013 Elementary-Secondary Education Survey (ESES). Yukon and Nunavut did not submit data and are not included in the Canadian average. The Northwest Territories are not included in the Canada average because the ESES does not report a breakdown by age for the number of full-time educators. The Northwest Territories is included in the average for "Years from starting to top salary".

4. The figures provided by Ontario are the midpoint of a range based on the provincially funded grid. They reflect the funded salary assuming the most common level of qualifications among teachers in Ontario at the relevant experience level. The salaries reported for ISCED 1 (Primary) and ISCED 2 (Lower Secondary) include Ontario elementary teachers' salaries and those for ISCED 3 (Upper Secondary) include Ontario secondary teachers' salaries. In Ontario, salary grids were established at the school board level. In 2014, the School Boards Collective Bargaining Act created a framework for province-wide bargaining on central issues, including salary increases.

5. In Manitoba and Alberta, salaries are negotiated at the school board level. The salaries shown reflect averages weighted on the number of students in each school board.

6. In Saskatchewan, salaries are based on Class IV of the Provincial Collective Bargaining Agreement between the boards of education, the government of Saskatchewan and the teachers of Saskatchewan.

Source: Organisation for Economic Co-operation and Development (OECD) - Indicators of Educational Systems (INES), 2014 Survey on Teacher's Salaries and Working Time.

D3 Teachers' working time

Context

This indicator focuses on the working time and teaching time of teachers in public institutions, by level of education taught, in the 2012/2013 school year. Although working time and teaching time only partly determine teachers' workloads, they provide valuable insight into the different demands that provinces and territories place on their teachers. Together with teachers' salaries (see Indicator D2), this indicator describes some key aspects of teachers' working conditions. Data are presented for Canada, and for the provinces and territories.[1]

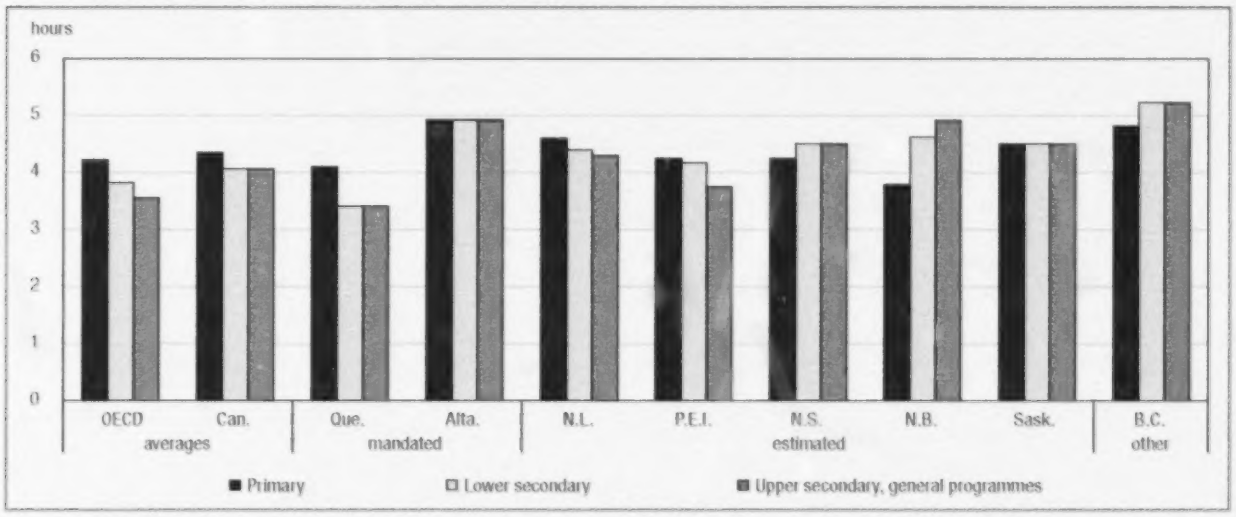
Similar to instruction time for students (see Indicator D1) and teachers' salaries (see Indicator D2), the amount of time teachers spend teaching has an impact on education budgets. Moreover, teaching hours and the extent of non-teaching duties are major components of the working conditions and may have a direct bearing on the attractiveness of teaching as an occupation.

Of course, teachers also spend part of their working time on activities other than teaching, such as lesson preparation, marking, in-service training and staff meetings.

Observations

Teaching time at all levels of education

Chart D.3.1
Hours of teaching time per day, by educational level taught, 2012/2013

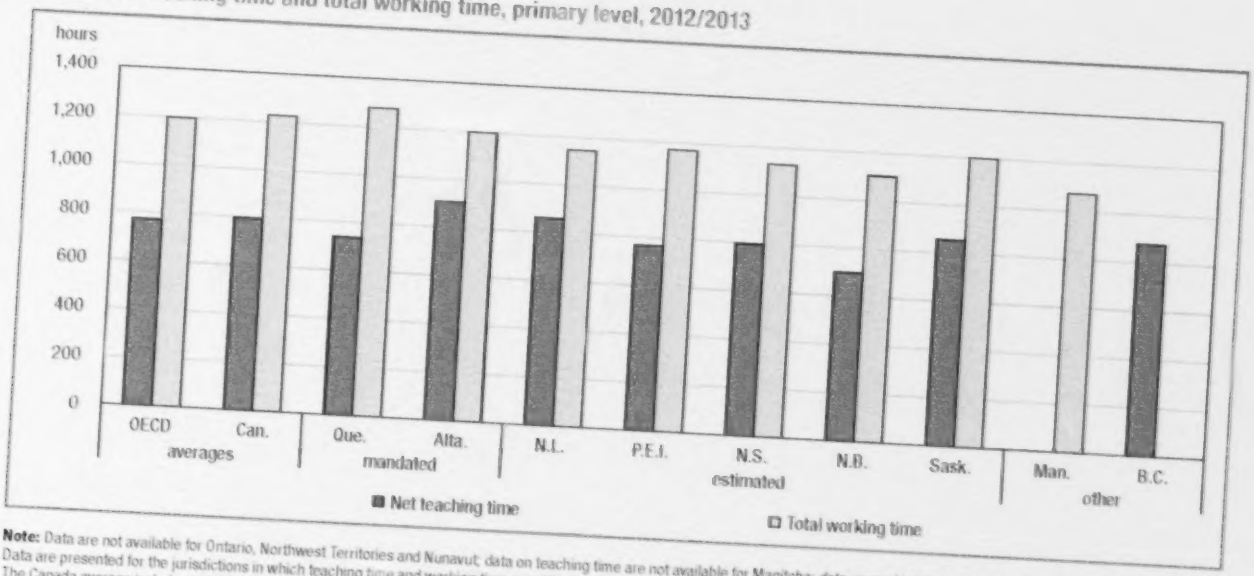


Notes: Data are not available for Ontario, Manitoba, the Northwest Territories, Yukon and Nunavut. Data are derived from Table D.3.1 and are presented for the jurisdictions in which teaching time and working time are either mandated or estimated. "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" categories.
Source: Table D.3.1.

1. Data for the 2012/2013 school year were not available for Yukon and Nunavut.

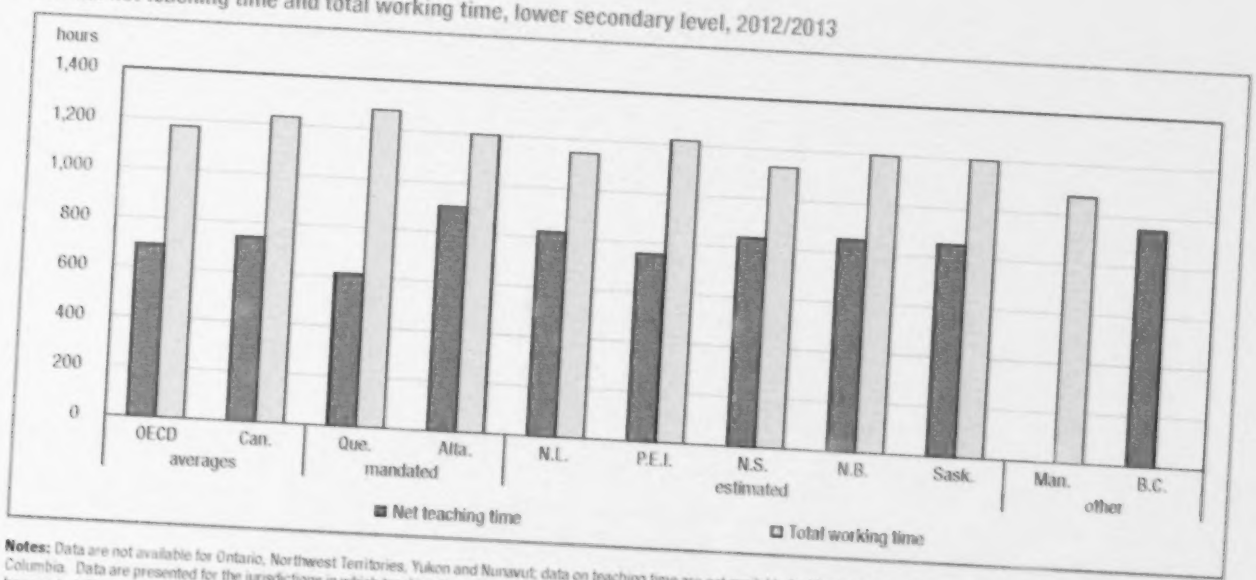
- For Canada in 2012/2013, the overall number of teaching hours per day was 4.3 hours for primary education, and slightly less (4.1 hours) for lower secondary and upper secondary education.
- Teaching hours per day in Canada were slightly higher than the OECD averages of 4.2 hours for primary education, 3.8 hours for lower secondary and 3.6 hours for upper secondary education.

Chart D.3.2.1
Annual net teaching time and total working time, primary level, 2012/2013



Note: Data are not available for Ontario, Northwest Territories and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Source: Table D.3.1.

Chart D.3.2.2
Annual net teaching time and total working time, lower secondary level, 2012/2013

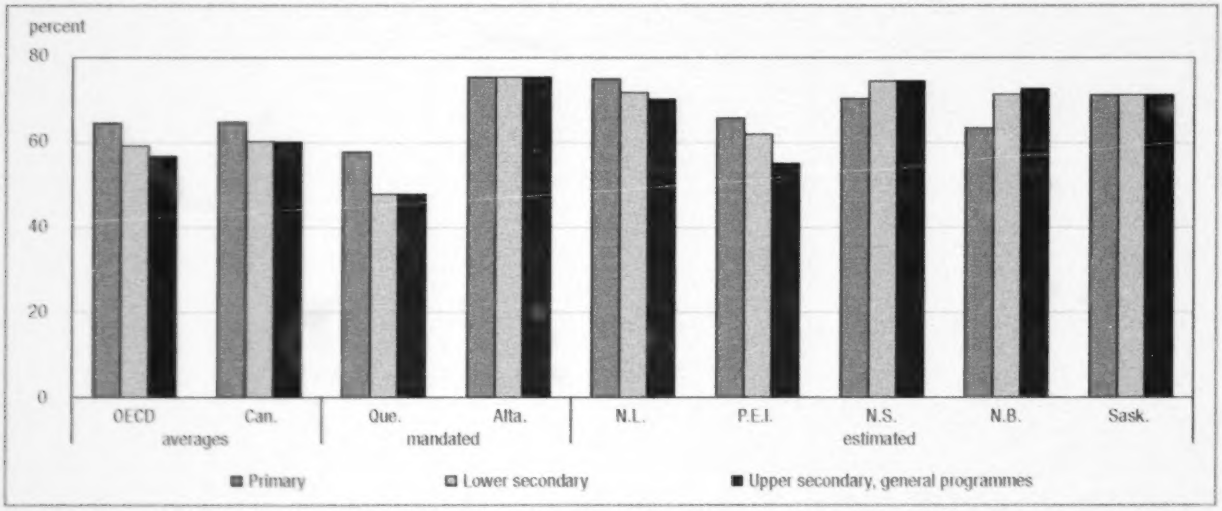


Notes: Data are not available for Ontario, Northwest Territories, Yukon and Nunavut; data on teaching time are not available for Manitoba; data on working time are not available for British Columbia. Data are presented for the jurisdictions in which teaching time and working time are either mandated or estimated; "other" jurisdictions are those for which not all measures could be reported. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Source: Table D.3.1.

- In Canada, primary school teachers taught an average of 795 hours in 2012/2013 compared with the OECD average of 772 hours. Lower secondary school teachers taught an average of 742 hours in 2012/2013, compared with 694 hours for all OECD reporting countries.
- At the primary level, annual net teaching time varied from 700 hours in New Brunswick to 905 hours in Alberta. Total working time varied from 1,073 hours in Manitoba to 1,280 hours in Quebec.
- At the lower secondary level, British Columbia reported the most time teaching at 952 hours; the lowest amount (612 hours) was reported in Quebec.
- Total working time among lower secondary teachers in the provinces and territories was lowest in Manitoba (1,073 hours) and highest in Quebec (1,280 hours).

Proportion of total working time spent teaching

Chart D.3.3
Net teaching time as a percentage of total working time, 2012/2013



Notes: Data are not available for Ontario, Manitoba, British Columbia, the Northwest Territories, Yukon and Nunavut. The Canada average includes jurisdictions in the "mandated" and "estimated" groups.
Source: Table D.3.1.

- In Canada in 2012/2013, the proportion of net teaching time to total working time was close to the OECD average for both primary and secondary education.
- Time spent teaching as a proportion of total working time varied widely from one province or territory to another. In 2012/2013, at the lower and upper secondary levels, the proportion of working time spent teaching ranged from 48% in Quebec to 75% in Alberta.

Definitions, sources and methodology

The data are from the OECD-INES 2014 Survey on Teacher's Salaries and Working Time and refer to the 2012/2013 school year.

All jurisdictions reported instruction time in weeks and days. The "number of weeks of instruction" and the "number of days of instruction" exclude the days per school-year the school is closed for holidays (public holidays and seasonal school holidays).

Only Quebec and Alberta reported statutory working time. For those two reporting jurisdictions, the figures for net teaching and working time required at school are set in provincial/territorial regulation or collective agreement with the provincial/territorial teachers' union/association/federation. The remaining jurisdictions reported estimated teaching and working time of teachers based on the mandated instruction time set in regulation, legislation or collective agreement in each jurisdiction.

"Net teaching time" refers to the number of hours per day or hours per year that a full-time teacher teaches a group or class of students, as determined by policy. Net teaching time in hours per year is normally calculated as the number of teaching days per year multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during those breaks. Apart from Quebec and Alberta, net teaching time was estimated by subtracting from mandated instruction time (as defined in Indicator D1), time allowed for teachers during the school day for marking and preparation as well as recess, if the latter was included in instruction time and if supervision of children was not mandatory.

"Working time required at school" represents the normal working hours of a full-time teacher. Working time may include the time spent specifically on teaching and the time devoted to teaching-related activities required at school, such as lesson preparation, counselling students, correcting homework and tests, professional development, meetings with parents, staff meetings and general school duties. Working time does not include paid overtime. In jurisdictions for which working time is not mandated, working time was estimated by adding supervision time, time for meetings and time for professional development to mandated instruction time.

"Total statutory working time" is the time that teachers are required to spend at work, including teaching and non-teaching time, as specified in regulation or collective agreements.

For all variables, the Canada level average is weighted by the number of full-time educators, for all levels of education combined,[2] for all jurisdictions who submitted figures for both teaching time and working time.

Note: The corresponding OECD indicator is D4, *How much time do teachers spend teaching?*

2. The data were taken from the Elementary-Secondary Education Survey (ESES). The number of full-time educators for all levels combined was used because the ESES does not provide a breakdown of the number of teachers per ISCED level.

Table D.3.1

Organization of teachers' working time, by educational level taught, Canada, provinces and territories, 2012/2013

	Number of weeks of instruction[1]			Number of days of instruction[1]			Net teaching time[2]		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	weeks			days			hours		
OECD average[5]	38	37	37	183	182	181	772	694	643
Canada[6]	37	37	37	183	183	183	795	742	743
Mandated teaching and working time									
Quebec	36	36	36	180	180	180	738	612	612
Alberta[7]	37	37	37	184	184	184	905	905	905
Estimated teaching and working time[8]									
Newfoundland and Labrador	37	37	37	187	187	187	860	823	804
Prince Edward Island	36	36	36	181	181	181	769	755	679
Nova Scotia	37	37	37	187	187	187	795	842	842
New Brunswick	37	37	37	185	185	185	700	854	910
Saskatchewan	38	38	38	190	190	190	855	855	855
Yukon	..	..	..	..	..	..	..	..	..
Other[9]									
Ontario	38	38	38	188	188	188	..	..	..
Manitoba	37	37	37	185	185	185	..	..	..
British Columbia	39	39	39	182	182	182	877	952	952
Northwest Territories	38	38	38	188	188	188	..	..	..
Nunavut	..	..	..	..	..	..	..	..	..

	Working time required at school[3]			Total statutory working time		
	Primary	Lower secondary	Upper secondary, general programmes[4]	Primary	Lower secondary	Upper secondary, general programmes[4]
	hours					
OECD average[5]	1,196	1,172	1,135	1,600	1,618	1,603
Canada[6]	1,227	1,232	1,236	...	...	...
Mandated teaching and working time						
Quebec	1,280	1,280	1,280	1,280	1,280	1,280
Alberta[7]	1,200	1,200	1,200	1,200	1,200	1,200
Estimated teaching and working time[8]						
Newfoundland and Labrador	1,147	1,147	1,147	...	...	...
Prince Edward Island	1,170	1,219	1,234	...	...	...
Nova Scotia	1,130	1,130	1,130	...	...	...
New Brunswick	1,105	1,197	1,253	...	...	...
Saskatchewan	1,200	1,200	1,200	...	...	...
Yukon	..	..	..	..	..	..
Other[9]						
Ontario	..	..	..			
Manitoba	1,073	1,073	1,073	...	...	...
British Columbia	..	..	..	...	...	...
Northwest Territories	..	..	..	...	...	...
Nunavut	..	..	..	...	...	...

.. not available for a specific reference period
... not applicable

1. The number of weeks and days of instruction is mandated in all reporting jurisdictions; that is, it is established by collective agreement or provincial/territorial regulation/law.
2. "Net teaching time" refers to the number of hours per year that a full-time teacher teaches.
3. "Working time required at school" refers to the number of hours that a full-time teacher is expected to work, excluding overtime, non-specified preparation time, and days that the school is closed for holidays (both public holidays and seasonal school holidays / vacations).
4. General programmes cover education that was not designed explicitly to prepare participants for a specific class of occupations or trades, or for entry into further vocational or technical education programmes.
5. These averages are from *Education at a Glance 2015: OECD Indicators*, Table D4.1, Organisation of teachers' working time (2013), which presents the most recent available data for the Organisation for Economic Co-operation and Development (OECD) member countries for which data were available or could be estimated. Please see the OECD's Web site at www.oecd.org.
6. Canada figures are weighted averages based on the number of full-time educators, and reflect public institutions in submitting jurisdictions, as reported in the 2012/2013 Elementary-Secondary Education Survey (ESES). Data for Ontario, Manitoba, British Columbia, Yukon, the Northwest Territories and Nunavut are excluded from the Canadian average.
7. Alberta's net teaching time (hours per day and hours per year) and "working time required at school" reflect the maximum time a full-time teacher can be assigned to teach or to work and may not necessarily be the actual hours a teacher is assigned.
8. Jurisdictions in this subgroup, in which net teaching time and total working time are not mandated in collective agreement or regulation, estimated teaching time based on mandatory instruction time figures as follows: mandatory instruction time (see indicator D1) minus marking and preparation time equals "net teaching time"; mandatory instruction time plus supervision and meeting time plus time for professional development equals "working time required at school".
9. "Other" jurisdictions could not report all categories and so are not included in the Canada average, which is consistent with Canada's reporting to the OECD. In Manitoba, and British Columbia, teaching time and / or working time are estimated consistently with estimation methods of those who reported both (see note 8).

Source: Organisation for Economic Co-operation and Development (OECD)-Indicators of Educational Systems (INES), 2014 Survey on Teachers Salaries and Working Time.

Chapter E

Skills proficiencies in adults

E1 Insights from the Programme for the International Assessment of Adult Competencies (PIAAC)

Context

This indicator is based on data from the Program for the International Assessment of Adult Competencies (PIAAC), a survey of working-age adults conducted under the auspices of the Organisation for Economic Co-operation and Development (OECD). In *Education at a Glance 2014: OECD Indicators* and other OECD publications, PIAAC is referred to as the "Survey of Adult Skills."

PIAAC's aims to assess key cognitive and workplace skills needed for successful participation in 21st-Century society and the global economy. More precisely, the survey measures cognitive skills in the areas of literacy, numeracy, and problem-solving in technology-rich environments. It also includes an extensive background questionnaire that provides information about a number of other skills and personal traits that are important to success.

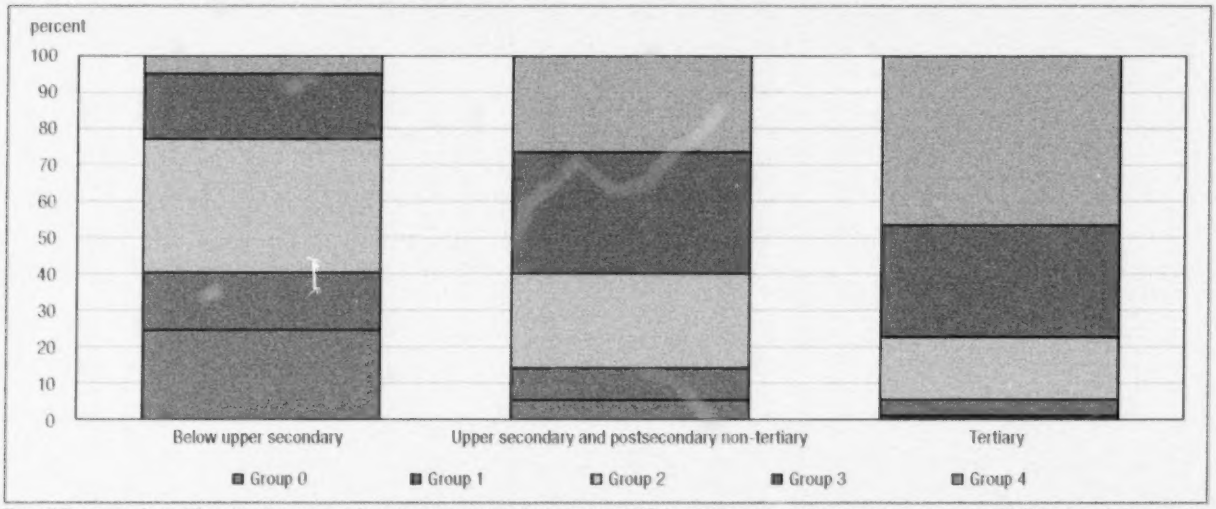
The assessment of problem solving in technology-rich environments (PS-TRE) was established as a computer-based assessment. Respondents needed to have some computer skills and readiness to solve tasks with the laptop provided. The information available through PIAAC allowed for the creation of an indicator that measures skills and readiness to use ICT for problem solving. This indicator brings together the information about performance in the problem-solving assessment and information about the reasons for not participating.

Skills groups refer to skills and readiness to use information and communication technologies (ICT) for PS-TRE. Each group is described in terms of the characteristics of the types of tasks that can be successfully completed by adults and the related scores in the assessment of PS-TRE in the Survey of Adult Skills.

Group 0	No computer experience
Group 1	Refused the computer-based assessment
Group 2	Failed ICT core test or have minimal problem-solving skills. Scored **below Level 1** in the PS-TRE assessment.
Group 3	Moderate ICT and problem-solving skills. Scored **at Level 1** in the PS-TRE assessment
Group 4	Good ICT and problem-solving skills. Scored at Level 2 or Level 3 in the PS-TRE assessment.

Observations

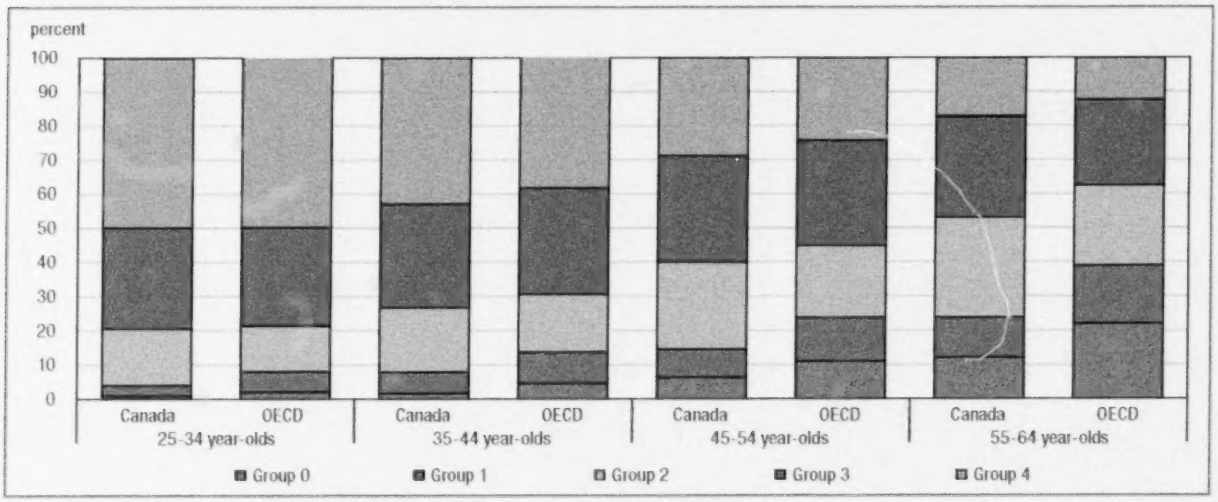
Chart E.1.1
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by highest level of educational attainment, Canada, 2012



Note: Skills groups refer to skills and readiness to use information and communication technologies (ICT) for problem-solving in technology-rich enviornments (PS-TRE). Group 0: No computer experience, Group 1: Refused the computer-based assessment, Group 2: Failed ICT core test or have minimal problem-solving skills, Group 3: Moderate ICT and problem-solving skills, Group 4: Good ICT and problem-solving skills.
Source: Table E.1.1.

- Canadians with higher levels of educational attainment showed higher levels of ICT and problem-solving skills than their less educated counterparts.
- Among those without a high school diploma, only five per cent had good ICT and problem-solving skills. For those with tertiary education, almost half had good ICT and problem-solving skills.

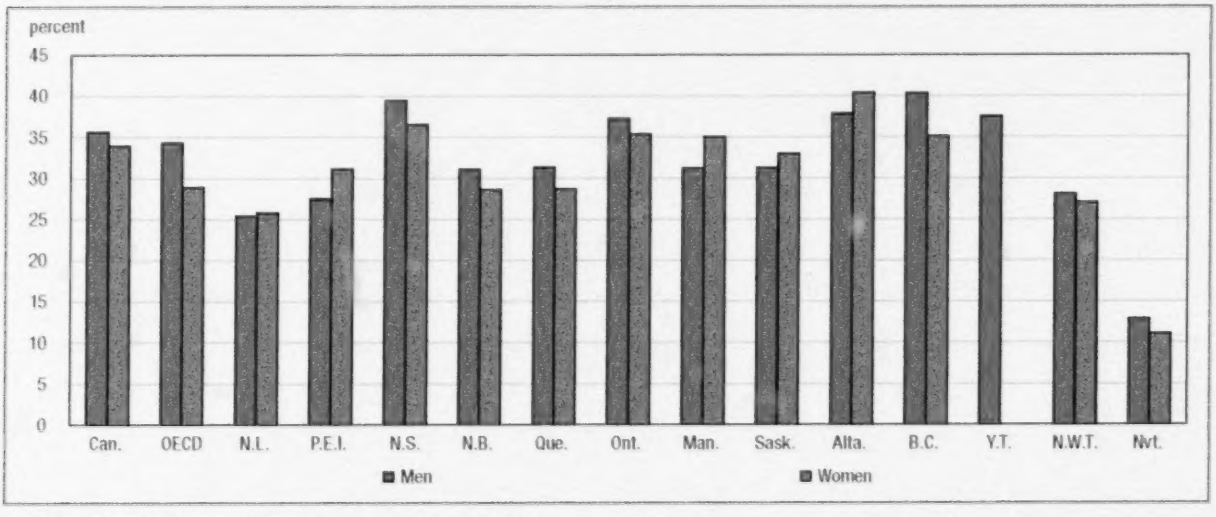
Chart E.1.2
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by age group, 2012



Note: Skills groups refer to skills and readiness to use information and communication technologies (ICT) for problem-solving in technology-rich enviornments (PS-TRE). Group 0: No computer experience. Group 1: Refused the computer-based assessment. Group 2: Failed ICT core test or have minimal problem-solving skills. Group 3: Moderate ICT and problem-solving skills. Group 4: Good ICT and problem-solving skills.
Source: Table E.1.2.

- Younger Canadians had higher levels of ICT and problem-solving skills, but older Canadians fared better than their OECD counterparts.
- Forty-seven per cent of Canadians aged 55 to 64 had moderate or good ICT and problem-solving skills (Group 3 or 4) compared to thirty-eight per cent in the OECD.

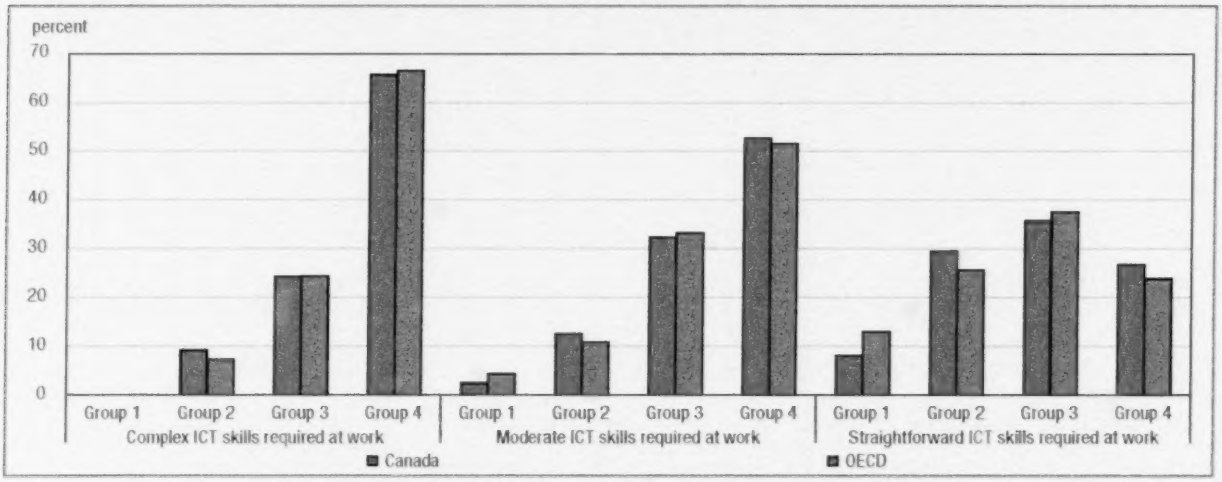
Chart E.1.3
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, Group 4 (good ICT and problem-solving skills), by gender, 2012



Note: Data is not available for women in Yukon as it is too unreliable to be published.
Source: Table E.1.3.

- A higher proportion of Canadian women had good ICT and problem-solving skills (Group 4) compared to the OECD average. This is also true for women in most provinces and territories.
- At both the Canadian and provincial/territorial level, the proportions of men and women with good ICT and problem solving skills were very similar. However, in OECD countries a greater proportion of men (34%) had good ICT and problem-solving skills in comparison to women (29%).

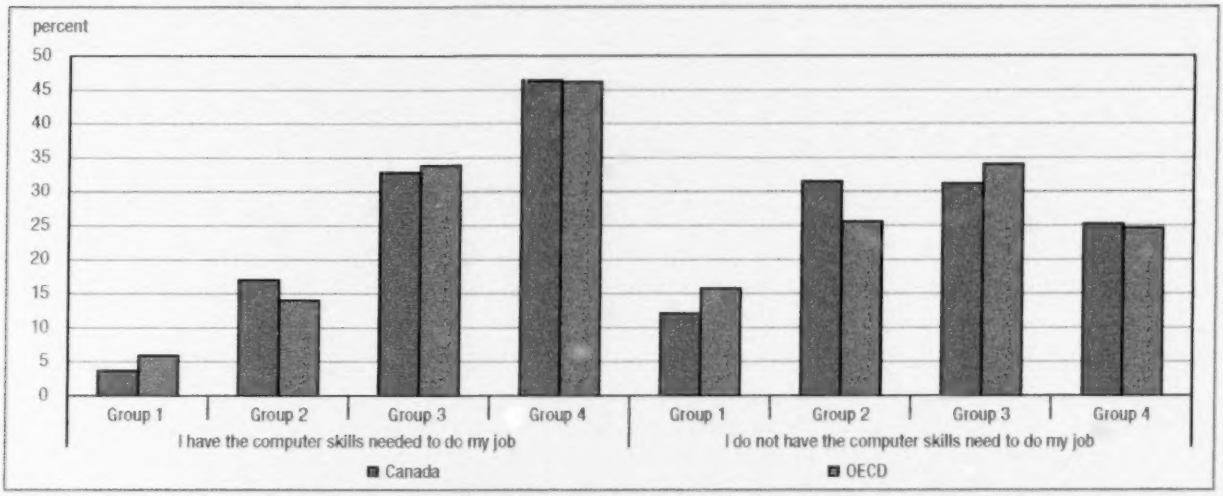
Chart E.1.4
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by level of computer use needed at work, 2012



Note: Data are not available for Group 1 in the category of complex ICT skills required at work for Canada and the OECD average as they are too unreliable to be published. Skills groups refer to skills and readiness to use information and communication technologies (ICT) for problem-solving in technology-rich enviornments (PS-TRE). Group 0: No computer experience, Group 1: Refused the computer-based assessment, Group 2: Failed ICT core test or have minimal problem-solving skills, Group 3: Moderate ICT and problem-solving skills, Group 4: Good ICT and problem-solving skills.
Source: Table E.1.4.

- Canadians who required complex ICT skills at work were more likely to have good ICT and problem-solving skills (Group 4) compared to adults who required lower levels of ICT skills at work.
- The proportion of Canadians with jobs requiring complex ICT skills at work that had good ICT and problem-solving skills was comparable to the OECD average.
- Canadians with jobs requiring straightforward ICT skills tended to have higher ICT and problem-solving skills than the OECD average.

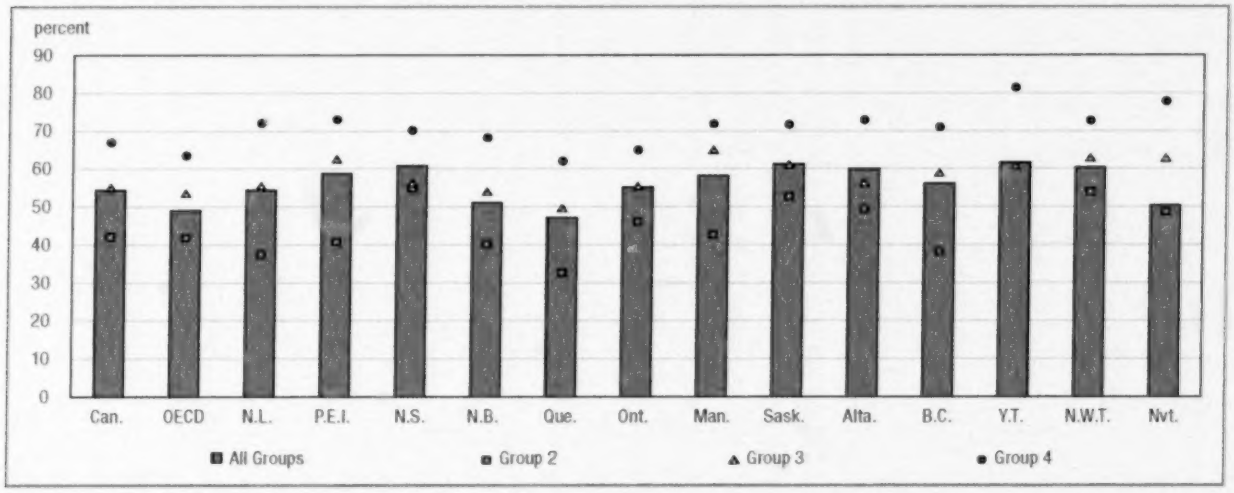
Chart E.1.5
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by confidence in using computers at work, 2012



Note: Skills groups refer to skills and readiness to use information and communication technologies (ICT) for problem-solving in technology-rich enviornments (PS-TRE). Group 0: No computer experience, Group 1: Refused the computer-based assessment, Group 2: Failed ICT core test or have minimal problem-solving skills, Group 3: Moderate ICT and problem-solving skills, Group 4: Good ICT and problem-solving skills.
Source: Table E.1.5.

- In Canada, 46% of those who reported having the computer skills needed to do their job well also had good ICT and problem-solving skills compared to 25% who had good ICT and problem-solving skills but reported that they did not have the computer skills necessary for their job.
- Sixty-three per cent of those who reported not having the computer skills to do their job had minimal to moderate ICT and problem-solving skills (Group 2 or 3).

Chart E.1.6
Percentage of 25- to 64-year-olds who participated in employer-supported formal and/or non-formal education, by skills and readiness to use information and communication technologies (ICT) for problem-solving, 2012



Note: Data for Yukon (Group 2) is not available as it is too unreliable to be published. Skills groups refer to skills and readiness to use information and communication technologies (ICT) for problem-solving in technology-rich enviornments (PS-TRE). Group 0: No computer experience, Group 1: Refused the computer-based assessment, Group 2: Failed ICT core test or have minimal problem-solving skills, Group 3: Moderate ICT and problem-solving skills, Group 4: Good ICT and problem-solving skills.
Source: Table E.1.6.

- Across the country, the rates of participation in employer-sponsored formal and /or non-formal education increased with the level of ICT and problem-solving skills. This is also true at the OECD average.

Definitions, sources and methodology

Programme for the International Assessment of Adult Competencies (PIAAC)

In Canada, PIAAC was conducted by Statistics Canada and made possible by the joint effort of the ministers of education of the provinces and territories, through the Council of Ministers of Education (Canada), and the Government of Canada, led by Employment and Skills Development Canada. The data collection took place from November 2011 to June 2012. The sample size for Canada was exceptionally large, at 27,285 individuals. This size was necessary to permit statistically reliable results at the provincial and territorial levels, as well as for certain populations within these jurisdictions.

For this report, tables based on PIAAC data have been organized into a single indicator, E1. The tables and charts represent a selection of results from PIAAC that are included in *Education at a Glance 2014: OECD Indicators*. Not all EAG tables have been reproduced.

For definitions and background information about PIAAC in Canada, please refer to *Skills in Canada: First Results from the Program for the International Assessment of Adult Competencies (PIAAC)* or visit the PIAAC Web site.

PS-TRE — Description of proficiency levels

Level	Score range	Percentage of the population aged 16 to 65	Characteristics of PS-TRE tasks
3	341-500	6% of populations across OECD and 7% in Canada can successfully perform tasks at Level 3	At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tool s (e.g., a sort function) is needed to make progress towards the solution. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, and the criteria to be met may or may not be explicit. There are typically high monitoring demands. Unexpected outcomes and impasses are likely to occur. The task may require evaluating the relevance and reliability of information in order to discard distractors. Integration and inferential reasoning may be needed to a large extent.
2	291-340	34% of populations across OECD and 37% in Canada can successfully perform tasks at least at Level 2 Adults scoring at Level 2: 28% OECD 29% Canada	At this level, tasks typically require the use of both generic and specific technology applications. For instance, respondents may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The use of tool s (e.g., a sort function) can facilitate resolution of the problem. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, though the criteria to be met are explicit. There are higher monitoring demands. Some unexpected outcomes or impasses may appear. The task may require evaluating the relevance of a set of items to discard dis tractors. Some integration and inferential reasoning may be needed.
1	241-290	63% of populations across OECD and 67% in Canada can successfully perform tasks at least at Level 1 Adults scoring at Level 1: 29% OECD 30% Canada	At this level, tasks typically require the use of widely available and familiar technology applications, such as e-mail software or a web browser. There is little or no navigation required to access to the information or commands required to solve the problem. The problem may be solved regardless of respondents' awareness and use of specific tools and functions (e.g., a sort function). The tasks involve few steps and a minimal number of operators. At the cognitive level, the respondent can readily infer the goal from the task statement; problem resolution requires the respondent to apply explicit criteria; and there are few monitoring demands (e.g. the respondent do not have to check whether he or she has used the appropriate procedure or made progress towards the solution). Identifying contents and operators can be done through simple match. Only simple forms of reasoning, such as assigning items to categories, are required; there is no need to contrast or integrate information.
Below 1	0-240	Adults scoring below Level 1: 12% OECD 15% Canada	Tasks are based on well-defined problems involving the use of only one function within a generic interface to meet one explicit criterion without any categorical, inferential reasoning or transforming of information. Few steps are required and no sub goal has to be generated.
PS-TRE non-respondents	24% OECD 19% Canada		This category includes those individuals who did not report previous computer experience, did not pass the ICT core test, or opted not to be assessed by a computer-based test.

Note: The percentages do not add up due to rounding.
Source: The Programme for the International Assessment of Adult Competencies, 2012.

This indicator measures proficiencies of the adult population aged 25 to 64 in readiness to use ICT for problem solving against a series of factors: education attainment, age, and gender; computer use at work, confidence in using computers and participation in employer-supported formal and/or non-formal education.

Performance Measure

Skills groups refer to skills and readiness to use information and communication technologies (ICT) for PS-TRE. Each group is described in terms of the characteristics of the types of tasks that can be successfully completed by adults and the related scores in the assessment of PS-TRE in the Survey of Adult Skills.

- Group 0 (no computer experience)
- Group 1 (refused the computer-based assessment)
- Group 2 (failed ICT core test or minimal problem-solving skills – scored below Level 1 in the PS-TRE assessment)
- Group 3 (moderate ICT and problem-solving skills – scored at Level 1 in the PS-TRE assessment)
- Group 4 (good ICT and problem-solving skills – scored at Level 2 or Level 3 in the PS-TRE assessment)

Educational attainment

Educational attainment is categorized by completion of educational programs defined by International Standard Classification of Education (ISCED) levels, which are grouped as follows:

- Below upper secondary corresponds to ISCED levels 0, 1, 2 and 3C short programmes;
- Upper secondary or postsecondary non-tertiary corresponds to ISCED levels 3C long programmes, and levels 3B, 3A, and 4;
- Tertiary education corresponds to ISCED levels 5 and above.

An individual who has not successfully completed a programme is assigned the preceding education level.

Participation

Employer-sponsored formal and/or non-formal education: Employer support can be offered in the form of time (i.e. educational activities that take place fully or partly during paid work hours), or financial support (giving grants to employees to participate in educational activities).

Participation in formal and/or non-formal education is measured by an individual's engagement with educational activity that falls into one of two categories:

- Formal education, which consists of institutionalised and planned education provided in schools, colleges, universities and other formal educational institutions, and which normally constitutes a continuous "ladder" of full-time education for children and young people. The providers may be public or private.
- Non-formal education, which consists of institutionalised and sustained educational activity that does not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to individuals of all ages. Depending on country contexts, it may cover education programmes in adult literacy, basic education for out-of-school children, life skills, work skills, and general culture. PIAAC uses a list of possible non-formal education activities to prompt respondents to list all of their learning activities during the previous 12 months. These include open or distant-learning courses, private lessons, organised sessions for on-the-job training, and workshops or seminars. Some of these activities might be of short duration.

Table E.1.1

Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Group 0	30	(0.4)	8	(0.1)	1	(0.1)	9	(0.1)
Group 1	17	(0.4)	13	(0.2)	6	(0.2)	11	(0.1)
Group 2	27	(0.5)	21	(0.3)	11	(0.2)	19	(0.2)
Group 3	19	(0.5)	32	(0.3)	30	(0.4)	29	(0.2)
Group 4	7	(0.3)	25	(0.3)	52	(0.4)	32	(0.2)
Total	100	...	99	...	100	...	100	...
Canada								
Group 0	25	(1.2)	5[t]	(0.4)	1	(0.1)	5	(0.2)
Group 1	16	(1.3)	9	(0.6)	4	(0.3)	7	(0.3)
Group 2	37	(1.6)	26	(1.0)	17	(0.7)	22	(0.6)
Group 3	18	(1.7)	33	(1.2)	31	(1.0)	30	(0.7)
Group 4	5	(0.9)	26	(1.0)	47	(1.0)	35	(0.7)
Total	101	...	99	...	100	...	99	...
Newfoundland and Labrador								
Group 0	34	(3.4)	8[t]	(1.4)	x	x	10	(1.0)
Group 1	22	(3.3)	15	(1.9)	x	x	13	(1.3)
Group 2	32	(4.6)	31	(2.5)	13	(1.9)	24	(1.7)
Group 3	x	x	30	(2.4)	31	(2.8)	26	(1.5)
Group 4	x	x	16	(2.0)	48	(3.2)	26	(1.6)
Total	88	...	100	...	92	...	99	...
Prince Edward Island								
Group 0	24[t]	(4.5)	8[t]	(1.8)	x	x	7	(0.9)
Group 1	19[t]	(4.4)	11[t]	(2.1)	x	x	10	(1.3)
Group 2	42	(5.8)	27	(3.8)	12[t]	(2.6)	22	(2.5)
Group 3	x	x	32	(3.8)	37	(3.1)	32	(2.1)
Group 4	x	x	22	(3.2)	43	(3.9)	29	(2.6)
Total	85	...	100	...	92	...	100	...
Nova Scotia								
Group 0	23[t]	(3.9)	3[t]	(0.7)	2[t]	(0.6)	5	(0.6)
Group 1	13[t]	(2.7)	7[t]	(1.5)	3[t]	(0.8)	6	(0.9)
Group 2	41	(4.7)	27	(2.4)	13	(2.0)	22	(1.5)
Group 3	19[t]	(4.3)	33	(2.7)	28	(2.4)	29	(1.7)
Group 4	F	(2.2)	31	(2.4)	54	(2.3)	38	(1.5)
Total	96	...	101	...	100	...	100	...
New Brunswick								
Group 0	32	(2.9)	7	(1.0)	x	x	8	(0.6)
Group 1	21	(3.2)	12	(1.4)	x	x	11	(1.0)
Group 2	35	(3.9)	24	(2.3)	12	(1.8)	21	(1.4)
Group 3	x	x	33	(2.4)	35	(3.5)	31	(1.9)
Group 4	x	x	23	(2.6)	48	(4.0)	30	(2.1)
Total	88	...	99	...	95	...	101	...
Quebec								
Group 0	27	(1.7)	6	(0.6)	2	(0.3)	7	(0.4)
Group 1	12	(1.4)	7	(0.7)	4	(0.4)	6	(0.4)
Group 2	39	(2.2)	30	(1.4)	18	(1.0)	25	(0.8)
Group 3	18	(1.9)	34	(1.5)	34	(1.3)	32	(0.9)
Group 4	4[t]	(1.1)	22	(1.5)	42	(1.2)	30	(0.8)
Total	100	...	99	...	100	...	100	...
Ontario								
Group 0	31	(3.1)	5	(0.8)	F	(0.1)	5	(0.4)
Group 1	17	(2.7)	11	(1.3)	5	(0.6)	8	(0.6)
Group 2	31	(3.2)	24	(2.1)	17	(1.2)	20	(1.1)
Group 3	16[t]	(3.3)	34	(2.7)	31	(1.7)	31	(1.4)
Group 4	F	(2.1)	26	(2.1)	47	(1.7)	36	(1.3)
Total	95	...	100	...	100	...	100	...
Manitoba								
Group 0	19[t]	(4.2)	6[t]	(1.4)	F	(0.6)	6[t]	(1.0)
Group 1	27[t]	(4.6)	12[t]	(2.0)	8[t]	(1.6)	12	(1.5)
Group 2	33[t]	(6.0)	20	(2.3)	16	(2.4)	20	(1.7)
Group 3	16[t]	(4.0)	32	(3.1)	30	(2.9)	29	(2.1)
Group 4	F	(2.2)	30	(3.5)	45	(3.6)	33	(2.2)
Total	95	...	100	...	99	...	100	...
Saskatchewan								
Group 0	19[t]	(4.1)	5[t]	(1.2)	x	x	5	(0.8)
Group 1	F	(3.6)	3[t]	(0.8)	x	x	3[t]	(0.7)
Group 2	46	(6.9)	29	(2.8)	14[t]	(2.4)	25	(2.0)
Group 3	22[t]	(5.9)	39	(3.6)	33	(3.5)	34	(2.3)
Group 4	F	(2.4)	24	(3.6)	51	(3.5)	32	(2.3)
Total	87	...	100	...	98	...	99	...

Table E.1.1
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by highest level of educational attainment, Canada, provinces and territories, 2012 (continued)

	Below upper secondary		Upper secondary and postsecondary non-tertiary		Tertiary		All levels of education	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Alberta								
Group 0	F	(4.4)	F	(0.6)	F	(0.5)	3[E]	(0.7)
Group 1	11[E]	(3.3)	5[E]	(1.6)	4[E]	(1.1)	5[E]	(0.9)
Group 2	44	(6.4)	26	(3.7)	18	(2.1)	24	(1.9)
Group 3	22[E]	(5.8)	36	(3.7)	26	(2.7)	29	(2.1)
Group 4	F	(4.2)	31	(3.6)	51	(2.9)	39	(2.1)
Total	77	...	98	...	99	...	100	...
British Columbia								
Group 0	12[E]	(3.0)	7[E]	(1.8)	F	(0.5)	4[E]	(0.8)
Group 1	22[E]	(5.9)	9[E]	(2.0)	5[E]	(1.2)	8[E]	(1.3)
Group 2	39[E]	(7.3)	23	(3.1)	19	(2.3)	22	(1.9)
Group 3	26[E]	(6.9)	29	(3.1)	28	(2.9)	28	(1.8)
Group 4	F	(2.8)	33	(3.7)	47	(3.1)	38	(2.2)
Total	99	...	101	...	99	...	100	...
Yukon								
Group 0	F	(17.9)	F	(10.5)	F	(1.8)	F	(5.0)
Group 1	F	(3.6)	F	(4.1)	F	(0.9)	F	(1.8)
Group 2	F	(15.8)	F	(8.9)	F	(3.6)	16[E]	(5.3)
Group 3	F	(12.1)	39[E]	(11.4)	34[E]	(9.7)	34[E]	(6.6)
Group 4	F	(3.9)	F	(11.7)	54[E]	(10.5)	36[E]	(8.2)
Total	...	...	39	...	88	...	86	...
Northwest Territories								
Group 0	26	(4.2)	F	(1.1)	x	x	7	(1.1)
Group 1	14[E]	(3.5)	7[E]	(1.8)	x	x	7[E]	(1.3)
Group 2	43	(6.0)	35[E]	(6.6)	19[E]	(4.3)	31	(4.6)
Group 3	14[E]	(4.1)	33	(4.2)	32	(5.1)	28	(3.1)
Group 4	F	(2.3)	23[E]	(5.6)	46	(4.2)	28	(3.0)
Total	97	...	98	...	97	...	101	...
Nunavut								
Group 0	35	(3.4)	F	(3.5)	x	x	20	(1.9)
Group 1	30	(3.5)	19[E]	(4.7)	21	(3.1)	25	(2.8)
Group 2	28	(3.9)	30[E]	(6.3)	x	x	25	(2.9)
Group 3	x	x	30[E]	(5.2)	27[E]	(5.0)	18	(2.2)
Group 4	x	x	11[E]	(3.8)	34	(5.1)	12	(1.8)
Total	93	...	90	...	82	...	100	...

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[E] use with caution
F too unreliable to be published
Note: Due to rounding, totals may not match the sum of the individual values.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*, Table A1.6a.

Table E.1.2

Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by age group, Canada, provinces and territories, 2012

	Age group							
	25 to 34		35 to 44		45 to 54		55 to 64	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Group 0	2	(0.1)	5	(0.2)	11	(0.2)	22	(0.3)
Group 1	6	(0.2)	9	(0.2)	13	(0.3)	17	(0.3)
Group 2	13	(0.3)	17	(0.3)	21	(0.4)	23	(0.4)
Group 3	29	(0.4)	31	(0.4)	31	(0.4)	25	(0.4)
Group 4	50	(0.5)	39	(0.4)	24	(0.4)	12	(0.3)
Total	100	...	101	...	100	...	99	...
Canada								
Group 0	1[E]	(0.2)	2[E]	(0.3)	6	(0.5)	12	(0.6)
Group 1	3	(0.4)	6	(0.6)	8	(0.6)	12	(0.7)
Group 2	17	(1.2)	19	(1.0)	25	(1.0)	29	(1.0)
Group 3	30	(1.7)	30	(1.3)	31	(1.2)	30	(1.0)
Group 4	50	(1.7)	43	(1.4)	29	(1.1)	17	(1.1)
Total	101	...	100	...	99	...	100	...
Newfoundland and Labrador								
Group 0	x	x	F	(1.1)	11	(1.7)	21	(2.7)
Group 1	x	x	8[E]	(2.3)	16	(2.1)	24	(2.8)
Group 2	17[E]	(3.3)	21	(3.0)	27	(2.5)	30	(3.4)
Group 3	31	(4.0)	31	(4.1)	28	(3.0)	18	(2.1)
Group 4	49	(4.3)	37	(3.8)	18	(2.6)	7[E]	(1.6)
Total	97	...	97	...	100	...	100	...
Prince Edward Island								
Group 0	x	x	x	x	7[E]	(2.0)	13[E]	(2.5)
Group 1	F	(1.7)	x	x	15[E]	(2.9)	14[E]	(2.5)
Group 2	x	x	19[E]	(4.5)	25	(3.7)	31	(4.0)
Group 3	34	(5.5)	36	(4.5)	32	(3.5)	26	(3.7)
Group 4	50	(5.4)	39	(5.6)	21	(3.4)	15[E]	(3.2)
Total	84	...	94	...	100	...	99	...
Nova Scotia								
Group 0	x	x	x	x	7[E]	(1.6)	9[E]	(1.6)
Group 1	x	x	x	x	6[E]	(1.4)	11[E]	(1.9)
Group 2	13[E]	(3.4)	15[E]	(2.8)	25	(3.1)	33	(2.9)
Group 3	28	(3.9)	31	(4.0)	27	(3.3)	29	(2.9)
Group 4	57	(4.2)	49	(4.0)	34	(3.2)	18	(2.2)
Total	98	...	95	...	99	...	100	...
New Brunswick								
Group 0	x	x	F	(0.6)	11	(1.5)	16	(1.5)
Group 1	x	x	7[E]	(1.6)	12	(1.7)	18	(2.2)
Group 2	14[E]	(2.9)	19[E]	(3.1)	25	(2.5)	23	(2.2)
Group 3	33	(5.1)	33	(3.9)	30	(3.4)	29	(3.0)
Group 4	50	(5.3)	39	(4.4)	22	(3.3)	14[E]	(2.4)
Total	97	...	98	...	100	...	100	...
Quebec								
Group 0	1[E]	(0.3)	3[E]	(0.6)	8	(0.9)	15	(0.9)
Group 1	3[E]	(0.5)	4	(0.6)	6	(0.7)	11	(1.0)
Group 2	16	(1.5)	21	(1.5)	31	(1.7)	32	(1.5)
Group 3	33	(1.8)	33	(2.1)	33	(1.7)	29	(1.5)
Group 4	48	(2.0)	39	(1.8)	23	(1.4)	12	(1.2)
Total	101	...	100	...	101	...	99	...
Ontario								
Group 0	F	(0.5)	F	(0.5)	5[E]	(0.9)	12	(1.1)
Group 1	4[E]	(0.9)	7	(1.2)	8	(1.2)	13	(1.5)
Group 2	17	(2.1)	17	(1.7)	22	(2.0)	27	(1.9)
Group 3	29	(3.1)	31	(2.5)	32	(2.6)	30	(2.4)
Group 4	50	(3.3)	44	(2.5)	32	(2.1)	18	(2.1)
Total	100	...	99	...	99	...	100	...
Manitoba								
Group 0	x	x	x	x	6[E]	(1.7)	14[E]	(2.7)
Group 1	x	x	x	x	14[E]	(2.6)	14[E]	(2.5)
Group 2	15[E]	(3.5)	16[E]	(3.5)	23	(3.3)	26	(3.8)
Group 3	26[E]	(4.6)	30	(4.6)	28	(3.4)	30	(3.8)
Group 4	50	(4.5)	39	(4.4)	28	(4.0)	16[E]	(2.9)
Total	91	...	85	...	99	...	100	...
Saskatchewan								
Group 0	x	x	F	(0.8)	7[E]	(1.8)	11[E]	(2.0)
Group 1	x	x	F	(0.4)	6[E]	(1.5)	F	(2.0)
Group 2	16[E]	(3.6)	21[E]	(4.2)	27	(3.2)	37	(4.4)
Group 3	37	(5.1)	34	(5.0)	34	(3.8)	30	(4.1)
Group 4	45	(5.1)	42	(4.5)	26	(3.4)	16[E]	(3.2)
Total	98	...	97	...	100	...	94	...

Table E.1.2
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by age group, Canada, provinces and territories, 2012 (continued)

	Age group							
	25 to 34		35 to 44		45 to 54		55 to 64	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Alberta								
Group 0	0	(0.0)	x	x	F	(1.5)	7[t]	(2.2)
Group 1	F	(0.4)	x	x	6[t]	(1.9)	8[t]	(2.5)
Group 2	22[t]	(4.0)	18[t]	(3.2)	26	(3.1)	31	(4.1)
Group 3	26[t]	(4.8)	30	(4.3)	30	(3.9)	33	(4.3)
Group 4	51	(4.5)	45	(4.0)	34	(4.1)	21	(3.4)
Total	99	...	93	...	96	...	100	...
British Columbia								
Group 0	F	(0.4)	x	x	7[t]	(1.7)	9[t]	(2.4)
Group 1	F	(1.5)	x	x	11[t]	(2.7)	10[t]	(2.7)
Group 2	14[t]	(3.2)	22	(3.6)	26	(3.6)	28	(4.5)
Group 3	29	(4.5)	24	(3.2)	29	(3.6)	29	(3.8)
Group 4	53	(5.0)	47	(4.2)	28	(3.5)	25	(3.7)
Total	96	...	93	...	101	...	101	...
Yukon								
Group 0	x	x	F	(3.2)	F	(2.3)	F	(9.1)
Group 1	x	x	F	(1.5)	F	(1.5)	F	(7.1)
Group 2	F	(7.8)	F	(10.6)	F	(7.3)	F	(7.5)
Group 3	F	(13.2)	F	(12.6)	35[t]	(9.8)	F	(12.4)
Group 4	F	(18.3)	41[t]	(13.2)	40[t]	(13.0)	F	(9.2)
Total	...	...	41	...	75	...	...	...
Northwest Territories								
Group 0	x	x	F	(3.1)	13[t]	(2.9)	12[t]	(3.3)
Group 1	x	x	7[t]	(1.9)	9[t]	(3.1)	9[t]	(2.7)
Group 2	26[t]	(7.4)	28[t]	(5.4)	34	(4.9)	38	(5.6)
Group 3	34[t]	(5.6)	23[t]	(4.5)	27[t]	(4.9)	25[t]	(5.2)
Group 4	38	(5.6)	34	(5.3)	18[t]	(3.1)	15[t]	(3.8)
Total	98	...	92	...	101	...	99	...
Nunavut								
Group 0	12[t]	(3.3)	15[t]	(3.5)	29[t]	(4.8)	34	(5.2)
Group 1	23	(3.7)	26[t]	(5.1)	23[t]	(4.6)	31[t]	(5.8)
Group 2	26	(4.0)	30[t]	(5.6)	23[t]	(4.5)	19[t]	(5.7)
Group 3	25[t]	(4.7)	15[t]	(3.7)	17[t]	(4.1)	F	(4.5)
Group 4	15[t]	(3.2)	15[t]	(3.4)	F	(3.3)	F	(2.9)
Total	101	...	101	...	92	...	84	...

... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[t] use with caution
F too unreliable to be published
Note: Due to rounding, totals may not match the sum of the individual values.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*, Table A1.6b.

Table E.1.3

Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by gender, Canada, provinces and territories, 2012

	Skills and readiness to use information and communication technologies (ICT) for problem-solving									
	Group 0		Group 1		Group 2		Group 3		Group 4	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average										
Men	9	(0.1)	10	(0.2)	18	(0.3)	28	(0.3)	34	(0.3)
Women	9	(0.1)	12	(0.2)	19	(0.2)	30	(0.3)	29	(0.3)
Canada										
Men	6	(0.3)	7	(0.5)	22	(0.8)	29	(1.0)	36	(0.8)
Women	5	(0.3)	8	(0.4)	23	(0.7)	31	(0.9)	34	(1.1)
Newfoundland and Labrador										
Men	12	(1.5)	14	(1.8)	24	(2.3)	24	(2.1)	25	(2.2)
Women	9	(1.1)	12	(1.4)	25	(2.0)	28	(2.0)	26	(2.0)
Prince Edward Island										
Men	10[E]	(1.6)	14	(2.2)	21	(3.1)	28	(2.9)	27	(2.9)
Women	4[E]	(0.8)	7	(1.1)	22	(3.2)	36	(3.1)	31	(3.4)
Nova Scotia										
Men	6[E]	(1.1)	7[E]	(1.3)	21	(2.3)	26	(2.9)	39	(2.5)
Women	3[E]	(0.8)	5[E]	(0.9)	24	(2.0)	31	(2.1)	37	(2.1)
New Brunswick										
Men	9	(1.0)	11	(1.4)	20	(1.9)	29	(2.6)	31	(2.9)
Women	7	(0.9)	10	(1.2)	21	(1.9)	33	(2.5)	29	(2.5)
Quebec										
Men	8	(0.6)	5	(0.6)	25	(1.3)	30	(1.4)	31	(1.2)
Women	6	(0.4)	7	(0.5)	25	(1.0)	33	(1.1)	29	(1.1)
Ontario										
Men	5	(0.5)	7	(0.9)	21	(1.4)	30	(1.8)	37	(1.7)
Women	5	(0.6)	9	(0.7)	20	(1.5)	31	(1.8)	35	(1.8)
Manitoba										
Men	8[E]	(1.5)	14	(1.9)	22	(2.5)	25	(2.8)	31	(2.6)
Women	4[E]	(1.1)	10	(1.7)	19	(2.2)	32	(2.8)	35	(2.9)
Saskatchewan										
Men	5[E]	(1.0)	4[E]	(1.2)	26	(2.8)	33	(3.8)	31	(3.5)
Women	5[E]	(1.2)	3[E]	(0.8)	24	(2.7)	35	(2.8)	33	(2.7)
Alberta										
Men	F	(0.9)	5[E]	(1.3)	25	(2.7)	30	(3.3)	38	(3.0)
Women	F	(0.8)	5[E]	(1.2)	23	(2.3)	29	(2.5)	40	(2.8)
British Columbia										
Men	5[E]	(1.0)	8[E]	(1.7)	20	(2.8)	27	(2.9)	40	(3.2)
Women	4[E]	(1.2)	7[E]	(1.7)	24	(2.6)	29	(2.8)	35	(2.9)
Yukon										
Men	F	(9.7)	F	(1.4)	F	(6.2)	26[E]	(7.7)	38[E]	(6.8)
Women	F	(0.8)	F	(3.4)	F	(6.8)	42[E]	(10.8)	F	(12.5)
Northwest Territories										
Men	9	(1.5)	8[E]	(1.8)	31	(4.5)	24	(3.2)	28	(3.1)
Women	F	(1.9)	6[E]	(1.2)	30[E]	(5.8)	32	(4.5)	27	(4.4)
Nunavut										
Men	21	(2.8)	25	(2.9)	23	(3.2)	18	(2.9)	13[E]	(2.3)
Women	18	(2.7)	25	(3.8)	27	(3.8)	18[E]	(3.1)	11[E]	(2.2)

[E] use with caution
F too unreliable to be published
Note: Due to rounding, totals may not match the sum of the individual values.
Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*, Table A1.6c.

Table E.1.4
Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by level of computer use needed at work, Canada, provinces and territories, 2012

	Level of computer use needed at work							
	Complex ICT skills required at work		Moderate ICT skills required at work		Straightforward ICT skills required at work		ICT skills not required at work	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average								
Group 0	...	...	...	...	...	...	20	(0.3)
Group 1	.	...	4	(0.1)	13	(0.3)	19	(0.3)
Group 2	7	(0.5)	11	(0.2)	26	(0.5)	27	(0.5)
Group 3	24	(1.0)	33	(0.4)	38	(0.5)	23	(0.5)
Group 4	67	(1.1)	52	(0.4)	24	(0.4)	11	(0.3)
Total	98	...	100	...	101	...	100	...
Canada								
Group 0	...	...	...	...	...	...	16	(0.8)
Group 1	F	(0.4)	2	(0.3)	8	(0.7)	14	(0.9)
Group 2	9	(1.5)	13	(0.7)	29	(1.2)	32	(1.4)
Group 3	24	(2.5)	32	(1.1)	36	(1.6)	24	(1.2)
Group 4	66	(2.7)	53	(1.0)	27	(1.2)	13	(1.1)
Total	99	...	100	...	100	...	99	...
Newfoundland and Labrador								
Group 0	...	...	...	...	...	...	20	(2.1)
Group 1	x	x	3[1]	(1.0)	11[1]	(2.3)	19	(2.5)
Group 2	x	x	10[1]	(2.1)	28	(3.3)	35	(3.6)
Group 3	F	(11.4)	32	(3.5)	37	(4.1)	19	(2.8)
Group 4	70	(11.5)	54	(3.5)	25	(3.4)	7[1]	(1.8)
Total	70	...	99	...	101	...	100	...
Prince Edward Island								
Group 0	...	...	...	...	...	...	13[1]	(2.8)
Group 1	x	x	F	(1.2)	10[1]	(2.5)	20[1]	(3.3)
Group 2	x	x	11[1]	(3.0)	28[1]	(5.0)	33	(4.2)
Group 3	F	(10.1)	38	(3.6)	39	(5.2)	24	(3.9)
Group 4	69	(11.3)	49	(3.9)	23[1]	(4.6)	10[1]	(3.3)
Total	69	...	98	...	100	...	100	...
Nova Scotia								
Group 0	...	...	...	...	...	...	16	(2.1)
Group 1	0	(0.0)	x	x	F	(2.3)	11[1]	(2.1)
Group 2	x	x	x	x	27	(2.9)	30	(3.5)
Group 3	x	x	26	(3.0)	37	(3.3)	27	(4.1)
Group 4	76	(8.5)	61	(2.8)	30	(3.1)	15[1]	(2.8)
Total	76	...	87	...	94	...	99	...
New Brunswick								
Group 0	...	...	...	...	...	...	20	(1.9)
Group 1	x	x	3[1]	(0.9)	11	(1.6)	19	(2.5)
Group 2	x	x	11[1]	(2.3)	26	(3.0)	26	(3.1)
Group 3	F	(16.7)	34	(3.6)	37	(3.2)	23	(3.1)
Group 4	55[1]	(15.9)	52	(4.0)	26	(3.0)	12[1]	(3.0)
Total	55	...	100	...	100	...	100	...
Quebec								
Group 0	...	...	...	...	...	...	18	(1.3)
Group 1	F	(0.6)	3	(0.4)	6	(0.8)	10	(1.2)
Group 2	10[1]	(2.1)	14	(1.0)	31	(1.9)	37	(1.9)
Group 3	26	(4.2)	35	(1.4)	38	(2.0)	25	(2.2)
Group 4	62	(4.4)	48	(1.5)	25	(1.7)	10	(1.3)
Total	99	...	100	...	100	...	100	...
Ontario								
Group 0	...	...	...	...	...	...	15	(1.8)
Group 1	x	x	2[1]	(0.5)	9	(1.2)	17	(1.9)
Group 2	x	x	12	(1.4)	28	(2.2)	29	(2.7)
Group 3	25[1]	(4.5)	32	(2.1)	36	(3.0)	26	(2.7)
Group 4	68	(4.6)	53	(2.0)	28	(2.6)	14	(2.2)
Total	93	...	99	...	101	...	101	...
Manitoba								
Group 0	...	...	...	...	...	...	18[1]	(3.1)
Group 1	x	x	5[1]	(1.3)	16[1]	(3.1)	21	(3.5)
Group 2	F	(8.3)	10[1]	(2.2)	26	(3.6)	28	(3.5)
Group 3	x	x	33	(4.0)	32	(4.5)	21	(3.4)
Group 4	68[1]	(11.7)	52	(4.1)	25	(3.6)	13[1]	(3.0)
Total	68	...	100	...	99	...	101	...

Table E.1.4

Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by level of computer use needed at work, Canada, provinces and territories, 2012 (continued)

	Level of computer use needed at work							
	Complex ICT skills required at work		Moderate ICT skills required at work		Straightforward ICT skills required at work		ICT skills not required at work	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Saskatchewan								
Group 0	...	...	...	...	...	...	16[t]	(2.8)
Group 1	0	(0.0)	x	x	F	(1.3)	10[t]	(2.9)
Group 2	x	x	x	x	29	(3.9)	38	(4.6)
Group 3	x	x	34	(4.4)	39	(4.4)	30	(4.8)
Group 4	52[t]	(14.2)	51	(4.3)	29	(4.1)	F	(2.2)
Total	52	...	85	...	97	...	94	...
Alberta								
Group 0	...	...	...	...	...	...	10[t]	(2.7)
Group 1	0	(0.0)	F	(1.0)	6[t]	(1.7)	14[t]	(3.6)
Group 2	F	(7.3)	13[t]	(2.3)	31	(4.8)	37	(5.5)
Group 3	F	(7.6)	30	(3.4)	37	(4.2)	22[t]	(5.2)
Group 4	61	(8.8)	54	(3.0)	26[t]	(4.5)	17[t]	(4.3)
Total	61	...	97	...	100	...	100	...
British Columbia								
Group 0	...	...	...	...	...	...	16[t]	(3.6)
Group 1	x	x	F	(1.1)	10[t]	(2.6)	13[t]	(3.1)
Group 2	F	(5.1)	11[t]	(2.0)	33	(4.2)	32	(4.5)
Group 3	x	x	30	(3.0)	29	(4.2)	22[t]	(4.5)
Group 4	66	(9.3)	56	(3.2)	27	(4.1)	16[t]	(4.1)
Total	66	...	97	...	99	...	99	...
Yukon								
Group 0	...	...	...	...	...	...	F	(20.4)
Group 1	x	x	F	(1.0)	F	(1.8)	F	(2.2)
Group 2	0	(0.0)	F	(5.6)	F	(12.2)	F	(8.1)
Group 3	x	x	41[t]	(12.2)	43[t]	(9.6)	F	(12.2)
Group 4	87[t]	(14.5)	49[t]	(12.3)	22[t]	(6.8)	F	(15.2)
Total	...	...	90	...	65	...	...	...
Northwest Territories								
Group 0	...	...	...	...	...	...	22[t]	(4.9)
Group 1	0	(0.0)	F	(0.5)[t]	9[t]	(2.7)	14[t]	(3.3)
Group 2	x	x	18[t]	(4.5)	40[t]	(7.5)	46	(6.4)
Group 3	x	x	35	(4.6)	32[t]	(5.5)	11[t]	(3.3)
Group 4	F	(13.1)	46	(4.5)	20[t]	(5.9)	F	(3.5)
Total	0	...	99	...	101	...	93	...
Nunavut								
Group 0	...	...	...	...	...	...	34	(4.5)
Group 1	x	x	17[t]	(3.9)	28[t]	(5.3)	30	(4.7)
Group 2	F	(20.3)	21[t]	(5.1)	39[t]	(7.3)	24[t]	(4.3)
Group 3	x	x	32[t]	(6.2)	27[t]	(6.7)	x	x
Group 4	F	(17.1)	30[t]	(5.1)	F	(3.9)	x	x
Total	0	...	100	...	94	...	88	...

. not available for any reference period
... not applicable
x suppressed to meet the confidentiality requirements of the *Statistics Act*
[t] use with caution
F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*, Table A5.6a.

Table E.1.5

Comparative distribution of skills and readiness to use information and communication technologies (ICT) for problem-solving of 25- to 64-year-olds, by confidence in using computers at work, Canada, provinces and territories, 2012

	I have the computer skills needed to do my job well							
	Group 1		Group 2		Group 3		Group 4	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	6	(0.1)	14	(0.2)	34	(0.3)	46	(0.3)
Canada	4	(0.3)	17	(0.7)	33	(0.9)	46	(0.8)
Newfoundland and Labrador	6[!]	(1.1)	16	(1.8)	34	(2.6)	44	(2.7)
Prince Edward Island	5[!]	(1.1)	16[!]	(2.8)	37	(3.0)	41	(3.6)
Nova Scotia	F	(1.0)	16	(1.7)	30	(2.0)	51	(2.0)
New Brunswick	6	(0.9)	16	(1.7)	36	(2.5)	42	(2.9)
Quebec	4	(0.4)	19	(0.9)	35	(1.1)	43	(1.1)
Ontario	4	(0.5)	16	(1.4)	33	(1.7)	47	(1.6)
Manitoba	7[!]	(1.5)	15	(1.8)	32	(2.7)	46	(3.2)
Saskatchewan	F	(0.4)	18	(2.2)	36	(3.5)	46	(3.5)
Alberta	F	(0.9)	19	(2.0)	32	(2.7)	47	(2.3)
British Columbia	4[!]	(1.0)	17	(1.8)	30	(2.4)	49	(2.8)
Yukon	F	(0.8)	F	(5.6)	40[!]	(9.2)	47[!]	(9.9)
Northwest Territories	3[!]	(0.8)	22[!]	(5.0)	35	(4.2)	40	(4.1)
Nunavut	17[!]	(3.6)	25[!]	(4.3)	32	(4.4)	26	(3.7)

	I do not have the computer skills needed to do my job well							
	Group 1		Group 2		Group 3		Group 4	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	16	(0.7)	26	(0.9)	34	(1.1)	25	(0.9)
Canada	12	(1.8)	31	(3.4)	31	(3.6)	25	(3.2)
Newfoundland and Labrador	F	(5.4)	26[!]	(6.6)	30[!]	(7.6)	29[!]	(9.1)
Prince Edward Island	F	(7.8)	F	(10.9)	40[!]	(11.4)	F	(8.5)
Nova Scotia	F	(4.4)	30[!]	(6.4)	27[!]	(8.0)	32[!]	(8.0)
New Brunswick	F	(4.7)	28[!]	(8.0)	33[!]	(10.8)	F	(8.7)
Quebec	11[!]	(2.7)	33	(4.4)	35	(4.9)	21[!]	(4.6)
Ontario	12[!]	(3.0)	27[!]	(5.9)	31[!]	(6.5)	30[!]	(6.5)
Manitoba	24[!]	(8.0)	33[!]	(8.7)	F	(10.2)	F	(6.2)
Saskatchewan	x	x	42[!]	(9.0)	38[!]	(8.5)	x	x
Alberta	x	x	31[!]	(9.8)	34[!]	(10.0)	x	x
British Columbia	F	(6.9)	36[!]	(8.3)	F	(8.2)	25[!]	(7.2)
Yukon	x	x	x	x	F	(15.2)	F	(11.6)
Northwest Territories	F	(5.1)	43[!]	(10.8)	F	(12.1)	F	(7.4)
Nunavut	36[!]	(8.3)	47[!]	(9.4)	x	x	x	x

x suppressed to meet the confidentiality requirements of the *Statistics Act*
[!] use with caution
F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*, Table A5.6b.

Table E.1.6

Percentage of 25- to 64-year-olds who participated in employer-supported formal and/or non-formal education, by skills and readiness to use information and communication technologies (ICT) for problem-solving, Canada, provinces and territories, 2012

	Reported participating in employer-supported formal and/or non-formal education											
	Group 0		Group 1		Group 2		Group 3		Group 4		Total	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
OECD average	18	(1.0)	35	(0.7)	42	(0.6)	53	(0.4)	63	(0.4)	49	(0.2)
Canada	20	(2.7)	35	(2.6)	42	(1.4)	55	(1.2)	67	(1.1)	54	(0.6)
Newfoundland and Labrador	28[!]	(6.6)	52	(4.6)	37	(4.4)	55	(4.4)	72	(4.0)	54	(1.8)
Prince Edward Island	F	(8.4)	55	(7.4)	41	(5.6)	62	(4.2)	73	(3.7)	59	(2.2)
Nova Scotia	28[!]	(8.6)	64	(9.1)	55	(4.9)	56	(4.1)	70	(3.0)	61	(1.9)
New Brunswick	F	(3.2)	27	(4.3)	40	(3.9)	54	(3.6)	68	(3.3)	51	(1.6)
Quebec	14[!]	(2.9)	30	(3.4)	33	(2.0)	50	(2.0)	62	(1.7)	47	(0.9)
Ontario	26[!]	(6.2)	36	(4.0)	46	(2.6)	55	(2.5)	65	(2.2)	55	(1.1)
Manitoba	F	(8.5)	45	(7.0)	43	(4.5)	65	(4.2)	72	(3.5)	58	(1.6)
Saskatchewan	33[!]	(9.9)	49[!]	(12.4)	53	(5.2)	61	(4.1)	72	(3.4)	61	(2.1)
Alberta	x	x	31[!]	(7.0)	49	(4.9)	56	(4.7)	73	(3.7)	60	(2.3)
British Columbia	F	(7.9)	32[!]	(8.5)	38	(4.6)	59	(4.5)	71	(3.7)	56	(2.4)
Yukon	x	x	F	(18.5)	F	(14.4)	61	(8.7)	81	(7.9)	62	(4.9)
Northwest Territories	F	(10.1)	47[!]	(11.1)	54	(5.9)	63	(5.4)	73	(4.7)	60	(2.2)
Nunavut	24[!]	(6.3)	32[!]	(5.6)	49	(5.8)	63	(7.9)	78	(7.5)	50	(3.1)

x suppressed to meet the confidentiality requirements of the *Statistics Act*

[!] use with caution

F too unreliable to be published

Note: Due to rounding, totals may not match the sum of the individual values.

Sources: Programme for the International Assessment of Adult Competencies (PIAAC); Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2015: OECD Indicators*, Table C6.1 (P).

Committees and organizations

This report was jointly produced by Statistics Canada and the Council of Ministers of Education, Canada (CMEC), in partnership with the departments and ministries of the provinces and territories with responsibility for education and training. Two intergovernmental committees and a Working Group have played a key role in the development of this publication: the Canadian Education Statistics Council (CESC), the Strategic Management Committee of the CESC and the Working Group on System Level Information (NESLI). The CMEC and Statistics Canada project team is also listed.

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